

**IMPROVING THE SPEAKING SKILL  
OF THE STUDENTS OF VII B OF SMP N 1 KOTAMUNGKID  
BY USING SPEAKING CARDS  
IN THE ACADEMIC YEAR 2012/2013**

**A THESIS**

**Presented to  
the Faculty of Languages and Arts State University of Yogyakarta  
as Partial Fulfillment of the Requirements  
to Obtain the *Sarjana Pendidikan* Degree**

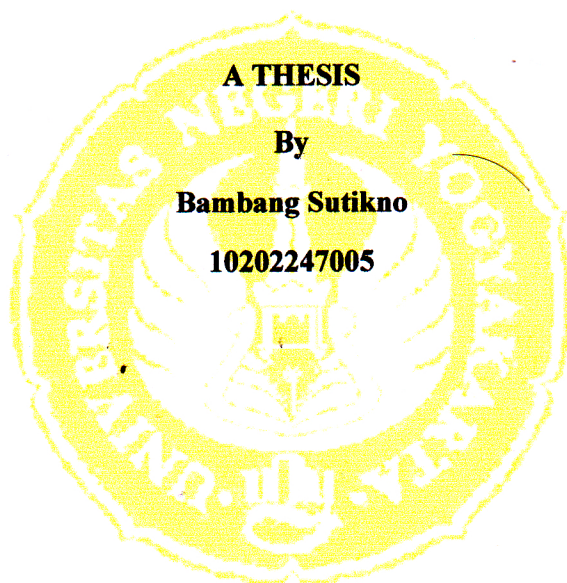


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**English Language Study Program  
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2013**

**APPROVAL SHEET**

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### IMPROVING THE SPEAKING SKILL OF THE STUDENTS OF VII B OF SMP N 1 KOTAMUNGKID BY USING SPEAKING CARDS IN THE ACADEMIC YEAR 2012/2013

A THESIS

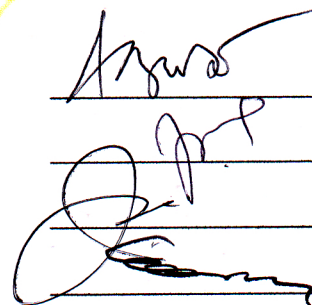
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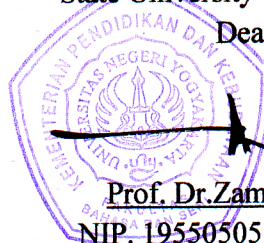
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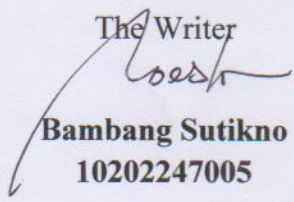
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## STATEMENT OF WORK ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as scientific paper should do.

Yogyakarta, \_\_\_\_\_

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**ABSTRACT**

This research is intended to overcome the difficulties faced by the students of VII B of SMP N 1 Kotamungkid when speaking in English. The use of speaking cards was used as the solution in helping the students improve their speaking skill. The researcher formulated one question to be answered in this research. The question is "How does the use of speaking cards help the students of VII B of SMP N 1 Kotamungkid, Magelang improve their speaking skill in speaking in English?"

This research is based on Classroom Action Research (CAR) which is aimed to help the students of VII B of SMP N 1 Kotamungkid to speak in English using speaking cards. The participants of the research were 32 students of VII B of SMP N 1 Kotamungkid 2012 / 2013 academic year. There were two cycles of this research. The first cycle was conducted within 5 meetings. Meanwhile, the second cycle was conducted within 10 meetings. By using observation, field notes, questionnaire, and interview; the researcher gathered and analyzed the data of this research.

The result of data gathered showed that the use of speaking cards helped the students of VII B of SMP N 1 Kotamungkid in speaking in English. The speaking cards helped the students in speaking in English through improving their vocabulary, giving them guideline of sentences, and thus improving their confidence.

**Keywords:** classroom action research, speaking skill, speaking cards

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is an important element for individual which is used as tool for communication. English is one of the important languages that is widely used as a foreign language in many countries. In this globalized world, people not only do business but also travel to other countries. These phenomena increase the possibility for them to meet others from different languages. In such situation, a mutually understood language is highly needed, and the role goes to English.

Students of SMP N 1 Kotamungkid are among those who need English. Why is it so? The students mostly live around Borobudur. The school itself is located in the Magelang Regency in Central Java; it is only few kilometers away from the Borobudur Temple. Along the year, many domestic and foreign tourists visit this temple. Not only that, this temple is annually used as the venue for the Vesak celebration held by the Buddhists. During that celebration Buddhists from around the world come to join the ceremony. Those situations can describe how high the possibility for the students of the SMP N 1 Kotamungkid to experience encounter with foreigners. This can describe us the importance for the students to be equipped with good English speaking skills.

The fact that mastering English skill is very important becomes the background of the government of Indonesia to put English in the formal education curriculum. By doing so, the government expects that every students will have English skill that will enable them to communicate with others from around the

world, thus they will be able to compete in this globalized world. Unfortunately the text based model that is used does not help the students to develop their speaking skill. Moreover the freedom for the teacher in allocating the time for each English skill (listening, speaking, reading, and writing) to be taught in class has brought them to the decision in giving more time allocation to writing and reading since those two subjects are the crucial ones that will be tested in the final examination.

The school itself had once been responsive to those facts and the needs of the students. A subject called Conversation had ever been established and taught in every grade. Local government also instructed a subject called EFT (English for Tourism) to be put in the curriculum. In that subject, students are given conversation which mainly discusses about Borobudur Temple. Unfortunately this subject has some drawbacks. During the lesson, students are given long conversations about Borobudur Temple. Their tasks are to memorize those conversations in pair and to perform them in front of the teacher to obtain the marks. The subject does not help the students to develop their speaking skill because it only demands memorization. Students might remember and perform well in front of the teacher, but what mostly happen is that they forget those dialogues soon. Moreover, the students did not learn how to interact with people especially foreigners. They also do not develop their confidence when speaking in English, since most of the time they only perform in front of their teacher, not even in front of their peers. Therefore, even if the students have all the knowledge around Borobudur Temple and also the English skill that is necessary to deliver



that information to foreigners, they tend to show lack of confidence. Local government finally decided to abolish this subject from the curriculum.

## **B. Problem Identification**

Realizing the fact that the students in the SMP N 1 Kotamungkid have poor speaking skill and their needs to develop their speaking as well as their confidence, the researcher is motivated to conduct a classroom action research to help the students to improve their speaking skill as well as their confidence in speaking in English. The researcher offered a solution in the form of instructional media to overcome those problems faced by the students by using speaking cards. Speaking cards were chosen because of their advantages. The speaking cards can give the students clue and examples of basic conversation, besides that they can be brought anywhere the students go. It will help the students to practice their English anytime and anywhere. It will also enable them to get quick clue whenever they meet foreigners on their way go to school or back home.

## **C. Formulation of the Problem**

In this research, the researcher addresses one question as follows;  
How does the use of speaking cards help the students of VII B of SMP N 1 Kotamungkid, Magelang improve their speaking skill in speaking in English?

#### **D. Limitation of the Study**

The researcher limits the research on its participants and also its purpose. The participants of the research are 32 students of VII B of SMP N 1 Kotamungkid. The purpose of the research is to overcome the problem faced by the students of VII B of SMP N 1 Kotamungkid in improving their speaking skill. The use of speaking cards is offered as the solution to overcome the problem. Therefore the researcher limits this research into a study of improving speaking skill using speaking cards for the students of VII B of SMP N 1 Kotamungkid.

#### **E. Objective of the Study**

The objective of this research is to overcome the problem in improving speaking skill faced by the students of VII B of SMP N 1 Kotamungkid. The research is carried out by using speaking cards in helping the students to improve their speaking skill. The aim of this implementation is to figure out how the use of speaking cards helps the students of SMP N 1 Kotamungkid improve their speaking skill.

#### **F. Significance of the Study**

There are several benefits which can be obtained from this research. This research is expected to give valuable contribution for the people as follows:

##### **1. The English Teachers of Junior High School**

This research is expected to give example for the fellow teachers in Junior High School in using media which is speaking cards to improve the students' speaking skill. Furthermore, it is expected that this research can motivate the

English teachers in Junior High School to use other kinds of teaching media to help their students in improving their English skill and in making teaching learning process become more attractive.

## **2. The Students of VII B of SMP N 1 Kotamungkid**

By conducting this research, the students are expected to be able to improve their speaking skill. Therefore when they meet foreigner around their area, they will be able to speak to them confidently. In addition, as soon as they graduate from the school, even when they cannot continue their study to a higher degree, they will find themselves equipped with good English speaking skill that will enable them to work as a tourist guide.

## **3. The Researcher**

By conducting the research, the researcher is expected to be able to obtain the answer to the problem formulation in which how the speaking card can help the students of VII B of SMP N 1 Kotamungkid improve their speaking skill. Besides he is also expected to be more creative in using media in teaching and learning process.

## **4. The Other Researchers**

The other researchers in the same topic may use the results of this research as their research background or reference for the sake of better improvement of in English Teaching and Learning.

## **G. Definition of Terms**

There are some terms used in this research that should be defined to avoid misunderstanding in meaning. They are;

### **1. Classroom Action Research**

Elliott (1991) suggests that classroom action research (CAR) is a process through which teachers collaborate in evaluating their practice, try out new strategies, and record their work in a form that is understandable by other teachers. Carr and Kemmis (1986), as cited by Burns (1999: 30), add that action research is simply a form of self-reflective enquiry done by participants whose aim is to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out. Meanwhile, Aqib (2007) mentions that classroom action research is a research done by the teacher where he / she teaches by focusing on teaching learning process and teaching learning practice improvement. In this research, the classroom action research is a research to overcome a problem after doing some actions and reflections.

### **2. Speaking Skill**

Speaking is one of the English skills which nature is a productive skill where the oral mode is used (Orwig, 1999). Besides, speaking is also defined as a part of reciprocal exchange in which the production and reception happens (Widdowson, 1979: 5). It means that when people communicate by speaking in which reciprocal exchange happens; they use both productive skill

and receptive skill. In this study speaking refers to part of reciprocal exchange in which the production and reception happen and use oral mode.

### **3. Speaking Card**

Speaking cards are series cards that contain basic conversation in English. In each card there is an expression followed by five items of phrase that can be used to practice by substituting it into the expression. Sample of speaking cards can be seen in the appendix.

### **4. Students in SMP N 1 Kotamungkid**

VII B is one of the classes in SMP N 1 Kotamungkid, Magelang. This is the first grade of junior high school level. Based on the observation done by the researcher, the students of VII B in SMP N 1 Kotamungkid had difficulties in their speaking skill. The researcher also found that those students have lack of confidence in speaking in English. The students in this class mostly have low ability in English. They are quite talkative but when they are asked to speak in English, they usually refuse to do so due to their lack of ability and lack of confidence. Therefore the use of speaking cards was significant to help them to develop their speaking skill as well as their confidence in speaking in English.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Description**

In the theoretical description, the researcher discusses the theories related to this research. The theories are Classroom Action research, Speaking Skill, and Speaking Cards.

##### **1. Speaking Skill**

Since this research concerns in improving speaking skill, it is important for the researcher to know about the theory of speaking. Therefore, this section will discuss three parts, they are; the nature of speaking, the process of speaking, and teaching speaking.

##### **a. The Nature of Speaking**

Speaking is one of the important skills in human. Speaking is the active use of language to express meanings so that other people can make sense of them. When people learn speaking skill, it is expected that they will be able to speak in the target language in order to communicate. In other words we can say that speaking is one of means of communication. According to River (1968: 158), communication is any means in which one person bring about a change in knowledge or behavior of another person. In term of direction, speaking refers to productive skill in which the oral mode is used (Orwig, 1999). Besides, speaking is also defined as a part of reciprocal exchange in which the production and reception happens (Widdowson, 1979: 5). It means

that when people communicate by speaking in which reciprocal exchange happens; they use both productive skill and receptive skill.

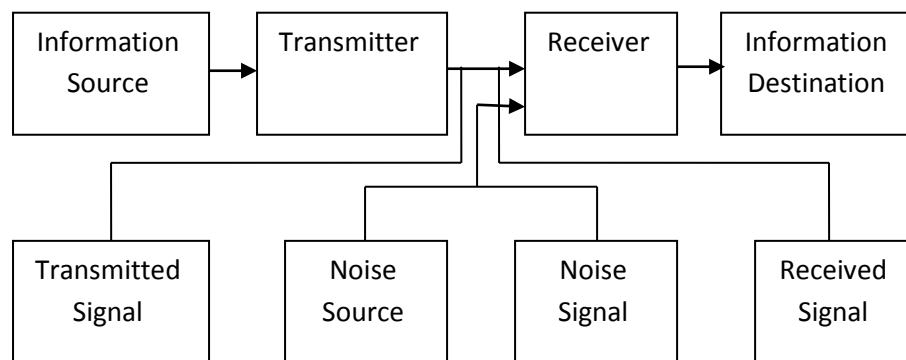
Many people feel that learning speaking skill is harder than learning other skills (Nunan: 1999). The reasons why they think so are first, speaking happens in real time in which the person we are talking to is waiting for us to speak right then. Second, unlike reading or writing when we speak, we cannot edit or revise what we want to say. Furthermore, Brown and Yule as cited by Nunan (1989: 26) distinguish the characteristic between spoken and written language. Spoken language characterized by short often fragmentary utterances, in range of pronunciation. Meanwhile, written language is characterized by well-form sentences which are integrated in to highly structured.

In order to be able to speak in another language, people need to know to articulate sounds, adequate vocabulary, and to have mastery in syntax (Nunan: 1999). Those are linguistic competence. Although linguistic competence is necessary, it is not enough for people who want to communicate competently in another language. Linguistic competence in a dynamic exchange must adjust itself to the total informational input of one or more interlocutors. To be dynamic, it is necessary for communicator to negotiate for meaning. In contrast, communicative competence includes not only linguistics competence but also sociolinguistic and conversational skills. Paulston and Bruder (a976: 56) say that communicative competence is the production of speakers' ability to communicate in the target language. In this study speaking refers to part of

reciprocal exchange in which the production and reception happen and use oral mode.

### **b. The Process of Speaking**

When a person speaks to others, he / she tries to transfer a message or information to others. Before the message is received, a process is occurred. In order to know the process of speaking, the writer presents the process of speaking diagram as proposed by Rivers (1968: 158).



**Figure 2.1 Diagram of Communication Process**

The diagram describes that communication happens when a person wants to convey his / her thought or feeling to another person. The thought or feeling which has not been sent yet is still in head or brain and it is called information source. Moreover, the information which has been sent to another person is called a message. To send the information to others, someone needs a tool.

The tool used in speaking is voice. The voice is called transmitter, and the first person's message is transmitted information.

The ear of the person who is expected to receive the information is called receiver. While his / her brain is the information destination. As the receiver, the job the ear is to receive the message not to understand it. The message can only be understood by the information destination or the brain. The second person's message is received information.

A message is information which is transmitted and received. While a message is on its way between transmitter and receiver is called as a signal. During on the way to reach the receiver, a noise signal may interfere with the wanted signal. A noise signal comes from source signal.

After the information from the first person reaches the information destination that is the second person's brain, the second person may give response by speaking to the first person again. Then the process of speaking is repeated. The process of speaking is well done when either first person or second person exchange their thought or feeling.

### **c. Teaching Speaking**

In teaching speaking, teachers give more attention to improve fluency than getting accurate sentences (Scrivener, 1998: 59). The learners need to use the language in meaningful meaning during their learning time to achieve oral fluency. The learners of foreign language will not be able to speak fluently if they only hear the speech. Therefore, teachers should give a lot of

opportunities for them to practice speaking in class. When people learn to improve their speaking skill, they should do speaking.

For people who learn speaking skill, they are expected to participate actively in the target language. Although it is expected that they will participate by speaking using their target language, many studies find that they feel the anxiety to speak. For beginner learners, it is crucial to establish a relaxed, anxious-free atmosphere in the classroom (Willis, 2003: 118). The teachers should be able to create fun and interesting activities to reduce their anxiety. One of the ways in creating fun and interesting learning is by giving games for the learners. Besides, the teachers should not force the beginner learners to speak at first if they prefer not to speak (Willis, 2003: 118). Therefore it is necessary to provide exposures that the learners can make approximate sense of. It means that the teachers should give adequate exposure before asking them to speak or use the language.

The learners will have motivation to communicate if the activities in the teaching learning promote the language use and be really communicative (Harmer: 1991). Communicative activities in the classroom are designed to get the learners to speak and listen to one another (Scrivener, 1998: 62). The main aim for the learners is achieving successful communication. Moreover, a role play is an example of communicative activity. Asking learners to perform role play is an excellent way to get the learners using the language (Scrivener, 1998: 69).

In this study, teaching speaking refers to teaching communicative competence. The purpose of the teaching speaking in this course is to develop



communicative competence of the students of VII B of SMP N 1 Kotamungkid. Being able to communicate using spoken language is a need for them. Realizing the importance of exposure for the development of the speaking skill, therefore in teaching speaking the writer will use the speaking cards to help the students improve their skill. To reach the communicative purpose, the writer will also employ the role play in teaching and learning activities.

## **2. Speaking Card**

Though there was not found exact research has been conducted related to the speaking card, but some similar studies that employ the use of cards as media in English teaching can be used as reference. Several studies related to the use of cue cards in teaching English have been conducted by several researches as follows. A Study conducted by Eka in 2007. She found that the use of cue cards as teaching media improves the speaking ability of year VIII students of SMP N 13 Semarang of the academic year 2006/2007. The finding of the research proves that cue cards could improve pronunciation and fluency, but it did not improve grammar aspect. Another research was conducted by Yuliani in 2008. She suggested that the student's strategies can solve speaking difficulties, such as clustering, redundancy, reduced forms, etc. Sintiani conducted a research in 2006. The conclusion is that it is effective to use pictures in improving writing. The use of pictures stimulates students' interest, pictures help students to understand and remember the information of verbal material.

Speaking cards are series cards that have example of basic conversation in each sheet of card. In this case, speaking cards are used as media in teaching speaking. Media are one of important things in teaching and learning process. Heinich (1982) as cited in Azhar (2009) theory stating that there are some ways in selecting media and it can be called as “ASSURE”. First, analyze learner characteristics. The first step is the teachers have to determine the age of learners, knowledge, and grades of the students in their school. Second, state the objectives. The teachers have to state the objective in his/her teaching and learning process. Third, select or modify media. The teachers select appropriate media after he/she knew learners characteristics and the objective. The step is used to find out whether the media are appropriate to the students or not. Fourth, utilize. The step is implementation of the media in teaching and learning process. Besides, the teachers have to determine about the time that will be used in using the media. Fifth, require learner to response. The teachers encourage the students to response toward teaching and learning process by using media. Last is evaluation in using media in teaching. Evaluation is used to know the students` achievement in learning and the effectiveness of media in teaching and learning process.

The speaking cards are used in accordance to the method of drills in language teaching. Drill is “A type of highly controlled oral practice in which the students respond to a given cue” (Matthews, Spratt, and Dangerfield, 1991: 210). By using the repetitive practice as the nature of drills, it is expected that the students can be familiar to the expression and therefore build their confidence and automatic use of the expressions that have been drilled.

The speaking cards used in this research employ the method of substitution drills in which the students are given the chance to practice the expression by substituting words or phrase into the expression in response to a prompt or cue from the teacher.

### **3. Classroom Action Research**

This part will present discussion on classroom action research. The discussion will be divided into four parts namely; definition, aim, characteristics, and model of classroom action research.

#### **a. Definition of Classroom Action research**

Elliott (1991) suggests that classroom action research (CAR) is a process through which teachers collaborate in evaluating their practice, try out new strategies, and record their work in a form that is understandable by other teachers. Carr and Kemmis (1986), as cited by Burns (1999: 30), argue that;

Action research is simply a form of self-reflective enquiry done by participants whose aim is to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

Meanwhile, Aqib (2007) mentions that classroom action research is a research done by the teacher where he / she teaches by focusing on teaching learning process and teaching learning practice improvement. From the definition above, it can be concluded that classroom action research is a research to overcome a problem after doing some actions and reflections.

### **b. Aims of Classroom Action Research**

Elliot (1991: 49) claims that “action research has a fundamental aim of action research which is to improve practice rather than to produce knowledge.” Hendricks (2009), as cited by Ary et al. (2010: 515), adds that the aim of classroom action research is to improve classroom practice in the school. Slavin (2007: 169) concludes that “action research is especially appropriate for individual educator who wants to improve their effectiveness through a systematic evaluation of their own practices.”

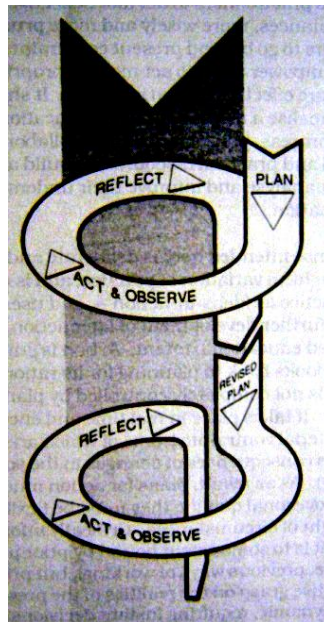
### **c. Characteristics of Classroom Action research**

Action research has some characteristics. Burns (1999: 30) suggests a number of common features to characterize action research as follows:

- 1) Action research is contextual in a small-scale and it is localized. Besides, it identifies and investigates problems within a particular situation.
- 2) It is evaluative and reflective because its aim is to bring about change and improvement in practice.
- 3) It is participatory because it can be done by teams of colleagues, practitioners, and researchers.
- 4) Changes in practice are based on the collection of information or data. The data provides the impetus for change.

#### d. Model of Classroom Action Research

Kemmis and McTaggart, as cited by Burns (1999: 32) argue that action research occurs through a dynamic and complementary process namely planning, action, observation, and reflection as presented in the following figure.



**Figure 2.2 Kemmis and Mc Taggart's Model of Classroom Action Research**  
(Kusumah & Dwitagama, 2010: 21)

Furthermore, Kemmis and McTaggart, as cited by Burns (1999:32), explain that those four steps is a spiraling process through which participants in an action research group undertake to:

- 1) develop a plan of critically informed action to improve what is already happening,
- 2) act to implement the plan,
- 3) observe the effects of the critically informed action in the context in which it occurs,

- 4) reflect on these effects as the basis of further planning subsequent critically informed action and so on, through a succession of stages.

## **B. Theoretical Framework**

Indonesian students face difficulties in learning speaking. Nunan (1993) stated that there are some challenges in teaching oral skill in EFL classroom, namely lack of motivation, get students to speak, and use of the first language. From the difficulties in teaching speaking above the students tend to use their mother tongue than English. In light of the above, teachers have to choose appropriate media in teaching spoken. Hamalik (1986) as cited in Azhar (2009) states that media are used to motivate students in learning. It means that it is important for teacher in finding the most appropriate media to teach his/her students especially in speaking because media encourage students' motivation in their learning.

Cue cards are one of media in teaching. Some definitions of cue cards have been given by experts in the field of English teaching. Mora (1994) states that cue card is "a card with picture and it has cue words to help the students initiate conversation". From the definition above, cue words in cue cards help the students describe something or someone in the picture orally. Cue cards have characteristics and different uses in teaching and learning process. According to Bazo (2007), cue cards can be implemented in some activities in teaching and learning process. Additionally, Mora (1994) suggested about using cue cards to foster speaking and writing. In the context of this research, the students are given a set of speaking cards which contain short expression in English.

In line with this definition, Harmer (2007) states that cue cards are cards with words and pictures on them, which students use in pair or group work. Cue cards also make the students speak up on the spot or particular word or phrases in a conversation or in sentence. It can be concluded that cue cards make the students active in speaking. Besides, cue cards can be used in work group in big classes and they are appropriate to use in the context of Indonesian teaching and learning classroom. Cue cards can be one of ways to solve the problem of big classes. It is suitable to what is needed by SMP N 1 Kotamungkid since each class in SMP N 1 Kotamungkid consists of around 40 students. Based on the number of the students in each class, it can be concluded that SMP N 1 Kotamungkid has big classes and cue cards can be one of alternative media in teaching in big classes because cue cards help the teacher manage classroom situation. Furthermore, Bazo (2007) adds that cue cards are small cards with photos or pictures stuck onto them. Cue cards can also be used in simple activities such as students work in pairs. From the definitions given above, it can be concluded that cue cards can be one of alternative media in teaching learning process. Cue card is a picture on which has word on it as cue in learning. In addition, cue card can be used in pair work or group work.

The method of drills that is carried out through the speaking cards is also suitable for the students of VII B SMP N 1 Kotamungkid to develop their speaking skill. By doing the drills, students can practice the English expression and therefore they will be able to build their confidence in speaking in English.

### **CHAPTER III**

#### **RESEARCH METHOD**

This part presents the discussion of the methodology used in the research. The discussion involves research method, research setting and participants, research instruments, data gathering technique, and data analysis technique.

##### **A. Design of the Research**

The research is conducted to find out how the use of speaking cards helps the students of VII B SMP N 1 Kotamungkid improve their speaking skill. A classroom action research (CAR) is employed to answer the question formulated in this research. According to Elliot (1991), classroom action research is a process through which teachers collaborate in evaluating their practice, try out new strategies, and record their work in a form that is understandable by other teachers. It means that classroom action research aims to make a kind of change within particular situation. Carr and Kemmis (1986), as cited by Burns (199:30), argue that:

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

Action research is based on reflective action from the researcher after he finds problem to be overcome.



In this research, the researcher conducted a classroom action research to overcome the problem faced by the students of VII B of SMP N 1 Kotamungkid in improving their speaking skill. In conducting this research, the researcher referred to Kemmis and McTaggart's model. Classroom Action Research based on Kemmis and McTaggart's model consists of four essential stages. They are planning, action, observation, and reflection. The reason why this model is employed is because of its continuity. Once problem is found, researcher can do a planning. In this case the researcher found out that the students of VII B of SMP N 1 Kotamungkid have problems in their speaking skill. Thus, the researcher initial the planning by offering a solution through the use of speaking cards in helping the students to improve their speaking skill.

The second and the third step are conducted simultaneously. While action is being made, the researcher is also doing observation on how the action goes. In this case, the researcher implements the use of speaking cards in the daily teaching and learning activities. During the implementation, the researcher is also making an observation and reports it in the form of field notes. Field notes is made to record anything that happened during the implementation of the action.

In the last step, reflection, the researcher reflects the implementation. This process is done in order to determine whether the action works well or not for the students. This is done to determine what improvement necessary for the next action. Reflection is also conducted to determine whether or not the use of speaking cards helps the students in improving their speaking skill. From the data that are taken from each implementation, the researcher makes the conclusions on how the speaking cards help the students in improving their speaking skill.

## **B. Research Setting and Participants**

This research is conducted in SMP N 1 Kotamungkid in VII B class. The participants of this research are 32 students of VII B of SMP N 1 Kotamungkid in the 2012/2013 academic year. Based on the preliminary research done by the researcher, the students of VII B in SMP N 1 Kotamungkid had difficulties in their speaking skill. The researcher also found that those students have lack of confidence in speaking in English. The students in this class mostly have low ability in English. They are quite talkative but when they are asked to speak in English, they usually refuse to do so due to their lack of ability and lack of confidence.

## **C. Research Instruments**

There are several instruments that will be used in collecting the data. The instruments are:

### **1. Observation Checklist**

Observation is very important in conducting this research to know what really happened in the classroom during the implementation. The classroom teacher and an outside observer observe what is going on in the teaching and learning activities. According to Guba and Lincoln (1981), as cited by Rosari (2004), there are two reasons why observation is used in action research. First, the researcher can observe the complicated situation. Second, in the observation the researcher is allowed to observe and record the actual events. It means that observation is quite important in action research.

## **2. Field Notes**

According to Kemmis and McTaggart (1982:197), field notes are methods of reporting observations of and reflections about classroom problems and the teachers' own reaction to them. In this research, the researcher asks for help to an outside observer to make field notes based on his / her observation during the implementation.

## **3. Questionnaire**

According to McKay (2002), questionnaires are set of written questions that deal with a particular topic. The researcher distributed questionnaires to all students to know whether the use of speaking cards can help them improve their speaking skill or not. Burns (1999) mentions that there are three types of response items which are usually written in questionnaires. They are closed items, scaled items, and open-ended items. In this research, the researcher used scale items in which the respondents give response based on the degree of agreement or disagreement (*Likert Scale*). Besides, the researcher also provided some open-ended items to give space for the students to write their own opinion related to the implementation.

## **4. Interviews**

According to McKay (2001:17), interviews are face-to-face interactions that teachers can have with one or more students. The researcher interviews 4 students as the representative of the class. Two students who are considered to have low ability in English and two students who are considered to have high ability in

English are chosen as the sample. The interview is aimed to know deeper whether the use of speaking cards help the students in improving their speaking skill as well as their confidence in speaking in English. The types of the questions are open questions.

#### **D. Data Gathering Technique**

There are several steps done by the researcher to gather data for this research. First, the researcher conducts a preliminary study to obtain information about the situation of the class. Because the researcher was also the English teacher of VIIB class, the preliminary study was conducted during the daily teaching. Having found the problem faced by the students, the researcher tried to find solution to overcome the problem through the steps named planning. The plan is then implemented in the steps named action. In this step, researcher implements the use of speaking cards and also conducts observation as well as makes field notes. These steps were carried out started from

26 November 2012 until 6 April 2013. Field notes are used as the basic for the researcher to conduct the reflection step. Along with the field notes, questionnaire and interview are also used to obtain the data that are necessary as the basic for doing reflection. Questionnaires are given and interviews are conducted as soon as researcher finishes the action step. Questionnaire was distributed on 2 April 2013 meanwhile the interview was conducted on 10 April 2013. After the steps were completed, reflection was conducted. This reflection will lead the researcher to the improvement of the next cycle.

### **E. Data Analysis Technique**

The researcher analyzed the data which had been gathered in the research to answer the question addressed in the formulation of the problem using triangulation. There would be qualitative data that were taken using the instruments used in this research. The data taken would be triangulated in order to get valid and reliable data. The data would be compared and contrasted with the theories reviewed in Chapter II.

As it has been mentioned before, several instruments are used to collect the data. Data that are obtained through the observation checklist, field notes, questionnaire, and interview are all made in the form of description. For the data that are obtained from the questionnaire, before they are made in the form of description, researcher will first make the percentage form. Meanwhile the interview will first be made into transcript to make it easier for the researcher in describing them.

### **F. Research Procedures**

There were several steps done by the researcher to gather data for this research.

#### **1. Preliminary Study**

First, the researcher conducts a preliminary study to obtain information about the situation of the class as well as to identify the problems. Because the researcher was also the English teacher for class VIIB SMP N 1 Kotamungkid, the preliminary study was conducted along the daily teaching

to find out the problems that were faced by the students of class VIIB SMP N 1 Kotamungkid in learning English.

## 2. Planning Action

Having found the problem faced by the students, the researcher tried to find solution to overcome the problem. The researcher makes the planning of action research that will be implemented through two cycles. In each cycle, four steps were conducted, namely; planning, action, observation, and reflection.

## 3. Implementation

### a. First Cycle

The first cycle is conducted within 5 meetings, started from 26 November 2012 until 16 January 2013. The first step in first cycle is planning. The researcher made the plan to solve the problems by constructing the speaking card and setting up the procedure. After the planning is completed, the researcher conducted the action by teaching the speaking to the students using the speaking card. In this step, researcher also conducted observation as well as made field notes. Field notes were used as the basic for the researcher to conduct the reflection step. Reflection step in the first cycle was aimed at improving the action in the second cycle.

### b. Second Cycle

After gathering the necessary feedback from the reflection step in first cycle, the researcher conducted the second cycle. The second cycle was conducted within 10 meetings, started from 17 January 2013 until 6 April

2013. The first step in this cycle is planning. The reflection gathered in the first cycle is used as the basis for planning in this second cycle. When planning was completed, action and observation were implemented. During this second cycle, the researcher distributed the questionnaire on 2 April 2013 to collect data from the students about the implementation of the speaking card. In addition to data collection using questionnaire, the researcher also improve the data by conducting interview to 4 students of VIIB SMP N 1 Kotamungkid. The interview was held on 10 April 2013. Then the last step, reflection was conducted.

As soon as the second cycle was completed and showed good result, the researcher concluded the research. All the data were analyzed in order to make the conclusion. He made the conclusion to what extent the speaking card help the students of SMP N 1 Kotamungkid improve their speaking skill.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

This section discusses the role of speaking card and the process of how the results could be taken up. The findings are related to the results of the action implemented in this research. Meanwhile, the research process focuses on the steps of the research.

The role of speaking card presented the outcome of the research after the actions were implemented. The findings were related to the students' improvement in speaking in English. The findings were concluded by triangulating the data taken from the questionnaire analysis; interview analysis; and the students' performance in class.

The research process described the cycles of the classroom action research. In this research, there were two cycles and each cycle consisted of planning, action, observation, and reflection. However, before the first cycle was conducted, the researcher did the preliminary study to know the real condition and problem faced by the students in class VIIB.

#### **A. The Role of Speaking Card**

The results would be about to what extent the use of speaking card help the students of VIIB of SMP N 1 Kotamungkid speak in English. The result of the research was satisfying enough because the use of speaking card could help the students speak in English. This result is also shown from the students' opinions that are taken through the questionnaire.



Among 32 students, 29 students (90.6%) stated that they like to speak in English, while the other 3 (9.4%) show even bigger interest in speaking in English. Unfortunately the students sometimes have to encounter some obstacles when they are speaking in English. It is proved from the data that is obtained through the questionnaire in which 2 students (6.3%) strongly agree and 15 students (46.9%) agree to the statement that they often find difficulties to speak in English. Therefore, only 1 student (3%) strongly disagrees and 14 students (43.8%) disagree to the statement that they often find difficulties in speaking in English. The opinions from the interview support the statement.

Dwi Haryan Sujatmiko: "*Berbicara dalam bahasa Inggris itu agak sulit.*"  
(Speaking in English is quite difficult.)

The students also stated that the obstacles to speak in English are mainly from the difficulties of pronouncing the English words, choice of words, and difficulties in making the sentences.

The use of speaking card has drawn good responses from the students in which 5 of them (15.6%) stated that the use of speaking card is interesting and the speaking card also helps them to speak in English. The rest of the students (27 students / 84.4%) even feel bigger interest to the use of speaking card in speaking in English and stated that the speaking card has helped them a lot in speaking in English. Here's data from interview to support the statement.

Sari Murti Dwi Wulandari: "*Speaking card sangat membantu saya untuk berbicara dalam bahasa Inggris.*" (Speaking helps me a lot to speak in English.)

Cahyaningsih Wiji Astuti: "*Speaking card cukup membantu saya untuk berbicara dalam bahasa Inggris.*" (Speaking helps me enough to speak in English.)

The students claimed that the speaking cards are really helpful because they provide examples of sentences in English and they also provide the Indonesian translation for the sentences.

Besides interesting and helpful, most of the students stated that the speaking card makes them feel confident in speaking in English. It is shown from the data in which 21 students (65.6%) agree and 10 students (31.3%) strongly agree to the statement that the use of English makes the students feel confident in speaking in English. Only 1 student (3.1%) disagrees to the statement that the use of English makes the students feel confident in speaking in English. The opinions from the interview below will support the statement.

Muhamad Bagas Prakoso: “*Speaking card membuat saya percaya diri untuk berbicara dalam bahasa Inggris.*” (Speaking makes me feel confidence in speaking in English.)

Dwi Haryan Sujatmiko: “*Speaking card membuat saya percaya diri untuk berbicara dalam bahasa Inggris.*” (Speaking makes me feel confidence in speaking in English.)

Other benefit is also drawn by the students from the using of speaking cards in English teaching learning process. There were 23 students (71.9%) who claimed that the speaking card has helped them to memorize some English expressions. While there were 9 students who feel that in greater extent, they were helped by the speaking card in memorizing some English expressions.

The benefits that are offered by the speaking card have brought the students to the motivation in speaking in English. For about 18 students (56.3%) express their agreement to the statement that the using of speaking card gave the students motivation to speak in English. Furthermore, 14 students (43.7%)

strongly agree to the statement that the using of speaking card gave the students motivation to speak in English.

The students also feel that the speaking card itself looks interesting. 14 students (43.7%) agree to the statement saying that the speaking card is interesting, meanwhile 18 students (56.3%) strongly agree to the statement.

The interest of the students to the using of speaking card is also supported by the teacher's technique in explaining how to use the speaking card. There were 13 students (40.6%) who agree that the teacher gave clear explanation on how to use the speaking card. Even more, the remaining of the students (19 students / 59.4%) show that they strongly agree to the statement saying that the teacher gave clear explanation on how to use the speaking card. In addition, the success of the implementation of speaking card has been supported by the clear instructions that are given by the teacher while teaching. 17 students (53.1%) gave their agreement to the sentence saying that the teacher gave clear instruction while teaching, furthermore 15 students (46.9%) strongly agree to the statement.

The last factor that contributes to the success of the implementation of the speaking card is because the teacher gave the equal chances to the students in practicing the expression written in the speaking card. There were 14 students (43.7%) agree to the statement saying that the teacher gave the equal chances to the students in practicing the expression written in the speaking card, while the rest (18 students / 56.3%) strongly agree to the statement.

The data obtained from the questionnaire show that the students have positive perception toward the using of speaking card in English teaching and learning process.

## **B. Research Process**

### **1. Preliminary Study**

The researcher conducted the preliminary study during the teaching. From the daily observation during the teaching learning process, the researcher obtained the real condition of the students in VIIB of SMP N 1 Kotamungkid. The problem identification was taken by observing the students while they were learning English in the classroom. While the researcher was teaching the students, the researcher observed that the students found difficulties whenever they have to speak in English. The students found it hard with their vocabulary and pronunciation. Their lack of English vocabulary and poor pronunciation has caused them to feel unconfident in speaking in English. Having done the preliminary study, the researcher could identify the real problem faced by the students.

### **2. Determining Action to Overcome the Problems**

Having identified the real problem, the researcher tried to find an action to overcome the problem. The use of speaking card was chosen to help the students of VIIB SMP N 1 Kotamungkid speak in English. Speaking card was chosen because the researcher found some advantages of using speaking card to teach speaking. After knowing the advantages of using speaking card to teach speaking, it was expected that the students could speak in English.

### **3. Action Implementation**

After formulating the action to overcome the teaching and learning problem faced by the students in VIIB class of SMP N 1 Kotamungkid, the researcher implemented the action. Because this research is a classroom action research, the action would be implemented through the steps of classroom action research.

This research consisted of four steps namely; planning, action, observation, and reflection. Those four steps were part of a cycle. The planning step was done to prepare everything before the teaching and learning activity. Meanwhile, the action and observation were done at the same time during the action implementation. The result of the action would be evaluated and reflected by the researcher to figure out if the action implemented could help the students speak in English. The results were taken using the instruments of this research.

The implementation of the use of speaking card in teaching speaking was conducted from 26 November 2012 until 6 April 2013. There were two cycles in this research.

The first cycle was conducted within five meetings. Meanwhile the second cycle was conducted within ten meetings. Second cycle was conducted because of some limitations found after the implementation in the first cycle. The action implementation can be seen in Table 4.1.

**Table 4.1 Action Implementation Realization**

No	Cycle	Day	Date	Speaking Card	
				Review	New
1	First	Monday	26 November 2012		1
2		Wednesday	28 November 2012	1	2
3		Wednesday	12 December 2012	2	3
4		Thursday	13 December 2012	3	4
5		Wednesday	16 January 2013	4	5
6	Second	Thursday	17 January 2013	5	6
7		Monday	21 January 2013	6	7
8		Wednesday	23 January 2013	7	8
9		Wednesday	20 February 2013	8	9
10		Monday	4 March 2013	9	10
11		Wednesday	6 March 2013	10	11
12		Wednesday	27 March 2013	11	12
13		Tuesday	2 April 2013	12	13
14		Wednesday	3 April 2013	13	14
15		Saturday	6 April 2013	14	15

a. The First Cycle

The first cycle of this research consisted of four stages namely; planning, action, observation, and reflection. Action and observation are conducted at the same time because the researcher thought they are inseparable. While the action was implemented, the researcher conducted the observation. As soon as the first three steps were completed, reflection was carried out. The result of this reflection step will become the input for the next cycle.

The first cycle was conducted within five meetings. The teaching and learning activities are carried out in a procedure that consisted these sections; Speaking Card, Apperception, Motivation, Exploration, Elaboration, Confirmation, Closing. The research mainly focuses in the first step of the teaching learning activities. The procedure in delivering the speaking cards to the students can be seen in the Appendix 2.

### 1) Planning

Having found the problem faced by the students during carrying out the preliminary study, the researcher began to plan the classroom action research by asking permission to the headmaster of SMP N 1 Kotamungkid to conduct a classroom action research. Having got the permission, the researcher prepared for the first cycle. He prepared the lesson plan and the speaking card. The planning step was done after the researcher found problem faced by the students in VIIB of SMP N 1 Kotamungkid. The main focus of this step was how to prepare good method in helping the students to improve their speaking skill using the speaking card.

#### a) Constructing the Speaking Card

In this step, the researcher chose the English expression that would be written in the speaking card. After the selection has been made, the researcher constructed the speaking card and copied them as many as the number of the students in VIIB of SMP N 1 Kotamungkid.

#### b) Setting the Procedure

The speaking card that has been made would be delivered in a particular procedure that cover the technique of modeling (in which teacher gave the example of the correct pronunciation of the expression), practice (in which the students are given the chance to practice for the expression together and independently), as well as repetition (in which the expressions are reviewed over and over

until the students are accustomed to them). The detailed procedure of delivering the speaking card can be seen in the Appendix 2.

## 2) Action

The actions in this first cycle were conducted within five meetings (see Table 4.1). In the action stage, the researcher played a role as a classroom teacher. The action stage takes only around 10 minutes from each meeting. As it has been explained in the previous section, the delivery of speaking card follows through this procedure;

- a) Modeling: Teacher gave the example of the correct pronunciation of the expression and repeatedly used the expression together with the items written in the speaking card. Students were to repeat after the teacher. Modeling allows the students to notice the students on the mistake of pronunciation that they made.

Teacher	: “Repeat after me, ‘May I borrow ...?’”
Students	: “May I borrow ...?”
Teacher	: “May I borrow a pen?”
Students	: “May I borrow a pen?”
Teacher	: “May I borrow that bicycle?”
Students	: “May I borrow that bicycle?”
Teacher	: “May I borrow this book?”
Students	: “May I borrow this book?”
Teacher	: “May I borrow the telephone?”
Students	: “May I borrow the telephone?”
Teacher	: “May I borrow a correction pen?”
Students	: “May I borrow a correction pen?”

- b) Practice: The students were given the chance to practice for the expression together and independently. Teacher gave the chance for the students to practice the expression by



asking them to use the items written in the speaking cards. By practicing continuously, students will eventually be able to achieve fluency.

### Practice Together

Teacher : “How do you say ‘*Bolehkah saya meminjam ...?*’ ”  
 Students : “May I borrow ...?”  
 Teacher : “*Bolehkah saya meminjam pulpen?*”  
 Students : “May I borrow a pen?”  
 Teacher : “*Bolehkah saya meminjam sepeda itu?*”  
 Students : “May I borrow that bicycle?”  
 Teacher : “*Bolehkah saya meminjam buku ini?*”  
 Students : “May I borrow this book?”  
 Teacher : “*Bolehkah saya meminjam telepon?*”  
 Students : “May I borrow the telephone?”  
 Teacher : “*Bolehkah saya meminjam tip-ex?*”  
 Students : “May I borrow a correction pen?”

### Practice Individually

Teacher : “Alpha, how do you say  
*Bolehkah saya meminjam pulpen?*”  
 Alpha : “May I borrow a pen?”  
 Teacher : “Bravo, how do you say  
*Bolehkah saya meminjam sepeda itu?*”  
 Bravo : “May I borrow that bicycle?”  
 Teacher : “Charlie, how do you say  
*Bolehkah saya meminjam buku ini?*”  
 Charlie : “May I borrow this book?”  
 Teacher : “Delta, how do you say  
*Bolehkah saya meminjam telepon?*”  
 Delta : “May I borrow the telephone?”  
 Teacher : “Echo, how do you say  
*Bolehkah saya meminjam tip-ex?*”  
 Echo : “May I borrow a correction pen?”

- c) Repetition: Each speaking card that has been taught in the previous meeting was reviewed on the next meeting. It means that each expression in the speaking cards was repeated at least twice. The expressions were reviewed over and over until the students are accustomed to

them. Through repetition, students are expected to grow their confidence in speaking in English.

The detailed procedure of delivering the speaking card can be seen in the Appendix 2.

### 3) Observation

The observation was conducted simultaneously with the action implementation. In the observation stage, the researcher invited other English teacher to conduct the observation toward the teaching and learning activities, especially during the delivery of speaking card.

a) Modeling: In this step, teacher gave the example of the correct pronunciation of the expression and repeatedly used the expression together with the items written in the speaking card; meanwhile the students were to repeat after the teacher. Based on the observation, the teacher mastered the materials, he gave clear instruction and explanation on how to use the speaking card, his voice was also loud and clear. Meanwhile, the students were very attentive, they were active, and they were neither sleepy nor noisy. The students also understood the instruction given by the teacher.

b) Practice: In this step, the students were given the chance to practice for the expression together and independently. Teacher gave the chance for the students to practice the expression

by asking them to use the items written in the speaking cards. Based on the observation, the teacher gave equal chance to the students to practice the expressions; he also responded to the students' question and provided reinforcement.

- c) Repetition: In this step, each speaking card that has been taught in the previous meeting was reviewed on the next meeting. The expressions were reviewed over and over until the students are accustomed to them. Based on the observation, the teacher was enthusiastic in giving the review. This had made the students also happy and willing to practice though they have to repeat the expression that they learned last meeting.

#### 4) Reflection

Reflection is important in a classroom action research. The researcher reflected upon the action implementation in the first cycle. In the reflection stage, the researcher tried to find what did not go well. The result of the reflection stage would be used to plan for the second cycle of this classroom action research.

- a) Modeling: From this step, the researcher found that the action of providing the example of pronunciation was very effective in making the students to be aware of the correct pronunciation.

- b) Practice: The action that was conducted in this step, in which the teacher gave the chance to the students to practice the expressions together with their friends as well as individually was very good in making the students get accustomed to speak in English. However, it had drawback in which it was not really effective in building the students' confidence in speaking in English.
- c) Repetition: The researcher found out that the repetition had helped the students a lot in getting accustomed to speak in English.

#### b. The Second Cycle

The second cycle was conducted mainly to carry out necessary improvement that was decided based on the reflection obtained in the first cycle. This cycle was conducted within ten meetings (see Table 4.1). Like the first cycle, this second cycle of the research is consisted of four stages namely; planning, action, observation, and reflection. Action and observation were conducted at the same time because the researcher thought they are inseparable. While the action was implemented, the researcher conducted the observation. As soon as the first three steps were completed, reflection was carried out.

The teaching and learning activities are carried out in a procedure that consisted these sections; Speaking Card, Apperception, Motivation, Exploration, Elaboration, Confirmation, Closing. The research mainly focuses

in the first step of the teaching learning activities. The procedure in delivering the speaking cards to the students can be seen in the Appendix 2.

#### 1) Planning

Result of reflection that is obtained in the first cycle of the research served as the consideration in constructing the planning step in the second cycle. During the first five meetings, the researcher found that the students haven't shown their confidence. Although the students showed willingness to answer or use the opportunity given by the teacher to practice the expression, they still speak very soft and doubtful in saying the expression. Having found the problem faced by the students during the implementation of the speaking card in the first cycle, the researcher began to plan the second cycle for the classroom action research. He made some adjustment necessary to solve the problems that were found in the first cycle. The researcher didn't make any adjustment to the modeling step. The adjustment is made to the practice step in which now the teacher gave the chance to the students to come in front of the class when doing the practice. This adjustment is done to improve the students' confidence. Hopefully by performing as many times as possible in front of the class will enable them to improve their confidence. However, the consequence for this adjustment is that more time should be spent by the researcher in conducting the action in each meeting.

## 2) Action

The actions in this second cycle were conducted within ten meetings (see Table 4.1). In the action stage, the researcher played a role as a classroom teacher. The second action still followed the same procedure as the first cycle (modeling, practice, and repetition). The only difference was on the adjustment made in the practice step, in which during this step, the researcher gave the chance for the students to come in front of the class when practicing the expression from the speaking cards. The action stage in this second cycle takes longer time in which around 10 minutes should be allocated in each meeting.

## 3) Observation

The observation in the second cycle was also conducted simultaneously with the action implementation. In the observation stage, the researcher invited other English teacher to conduct the observation toward the teaching and learning activities, especially during the delivery of speaking card. As it has been mentioned before, the second cycle employs the same steps as the first cycle. The only adjustment that was made was on the practice step in which the researcher allowed the students to come in front of the class when practicing the expressions. This strategy was conducted in order for the students to gain more confidence in speaking in English. From the observation, the researcher noticed that at first the students still feel ashamed to come in front of the class and perform in front of their friends, but as time goes by and more students got the chance to

practice the expression in front of the class, the students get accustomed to speak in front of many people.

#### 4) Reflection

As it was also conducted in the first cycle, reflection was also carried out in the second cycle. Reflection is important in a classroom action research. The researcher reflected upon the action implementation in the second cycle. In the reflection stage, the researcher tried to find what did not go well. From the reflection, the researcher noticed that this strategy was effective and had provided benefit in which the students were more outspoken in practicing the expressions.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The chapter is intended to present the conclusions and suggestions. The conclusions are derived from the findings of the research which are based on the research question formulated in the first chapter. The suggestions are intended for English teachers and future researchers.

#### **A. Conclusions**

Speaking skill should not be neglected from teaching and learning process. It is because speaking skill is very important in order to communicate with other people. Unfortunately speaking skill is not such an easy one to master. Students often find difficulties when they are speaking in English. The difficulties that the students of VIIB of SMP N 1 Kotamungkid commonly found are vocabulary and pronunciation. With very limited vocabulary, the students find it hard to choose the right diction the moment they are speaking. In addition, the fact that English pronunciation is quite different from the spelling puts another problem to the students when having to speak in English. Those problems cause the students to feel unconfident to speak in English. It becomes the teacher's task to overcome the problems.

Speaking card is offered to solve the problems. In the speaking card, there are many English expressions that can be used in daily speaking. The expressions also equipped with their translation. This is done to solve the problem of



vocabulary and diction that is usually faced by the students when they are speaking in English. To improve the students' pronunciation, the researcher employed the technique of modeling, in which before the students practicing the expression, the researcher gave the example of the correct pronunciation. To increase the students' fluency, the researcher provide the practice section, in which the students can practice the expression written in the speaking card either together with other students as well as independently. To complete the steps, the researcher also employed repetition in which the researcher will conduct review for the expression in the speaking card that has been taught in the previous meeting. This is done to improve the students' confidence in speaking in English.

The benefit of the action research has been seen from the students' speaking skill improvement. They are also more confident when they have to speak in English. The positive perception toward the using of speaking card is also gained in this research. And it helps them in improving their speaking skill.

## **B. Suggestions**

In this section, the researcher recommends some suggestions for English teachers and also future researchers who want to conduct a research on the similar topic. The suggestions are presented below;

### **1. For English Teachers**

It is suggested to English teachers to use the speaking card in improving the students speaking skill. It is because the use of speaking card provides a lot of benefits as it has been described in the result and discussion as well as been

concluded in the conclusion of this research. However to achieve the benefit optimally, the researcher should follow the procedure of delivering the speaking card precisely and carefully. Skipping one step might result in inconsistency of the delivery of the speaking card.

## 2. For Future Researchers

Future researchers who would like to conduct a research on similar topic may use the data in this research to support their research. Besides, it is better if the researcher can provide better design of the speaking card to increase the students' interest to the speaking card. The expressions in the speaking card will also be better to be improved based on the capability of the students.

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## **APPENDIX 1**

### **SPEAKING CARDS**

<p><b>Can I have ..., please?</b></p> <p><b>Bolehkah saya minta ... ?</b></p> <ul style="list-style-type: none"> <li>&gt; buku ini                      &gt; this book</li> <li>&gt; kartu perpustakaan      &gt; a library card</li> <li>&gt; kertas                        &gt; some paper</li> <li>&gt; minum                      &gt; some drink</li> <li>&gt; permen                       &gt; some sweets</li> </ul> <p>SMP N 1 Kotamungkid</p>	<p><b>Thank you for ...</b></p> <p><b>Terimakasih atas ...</b></p> <ul style="list-style-type: none"> <li>&gt; bantuanmu                    &gt; your help</li> <li>&gt; kue nya                      &gt; the cake</li> <li>&gt; makan siangnya           &gt; the lunch</li> <li>&gt; minumannya              &gt; the drink</li> <li>&gt; oleh-oleh/hadiahnya      &gt; the gift</li> </ul> <p>SMP N 1 Kotamungkid</p>
1	6

<p><b>May I borrow ... ?</b></p> <p><b>Bolehkah saya meminjam ... ?</b></p> <ul style="list-style-type: none"> <li>&gt; pulpen                       &gt; a pen</li> <li>&gt; sepeda itu                  &gt; that bicycle</li> <li>&gt; buku ini                      &gt; this book</li> <li>&gt; telepon                      &gt; the telephone</li> <li>&gt; tip-ex                        &gt; a correction pen</li> </ul> <p>SMP N 1 Kotamungkid</p>	<p><b>Do you like .. ?</b></p> <p><b>Apakah kamu menyukai ... ?</b></p> <ul style="list-style-type: none"> <li>&gt; binatang                    &gt; animals</li> <li>&gt; buku ini                      &gt; this book</li> <li>&gt; cerita itu                    &gt; the story</li> <li>&gt; film itu                      &gt; the film</li> <li>&gt; lagu itu                      &gt; the song</li> </ul> <p>SMP N 1 Kotamungkid</p>
2	7

<p><b>Do you want ... ?</b></p> <p><b>Apakah kamu mau ... ?</b></p> <ul style="list-style-type: none"> <li>&gt; buku ini                      &gt; this book</li> <li>&gt; coklat                        &gt; some chocolate</li> <li>&gt; gambarku                  &gt; my picture</li> <li>&gt; ini                              &gt; this</li> <li>&gt; minum                      &gt; some drink</li> </ul> <p>SMP N 1 Kotamungkid</p>	<p><b>I like ...</b></p> <p><b>Saya suka ...</b></p> <ul style="list-style-type: none"> <li>&gt; berenang                    &gt; swimming</li> <li>&gt; bermain tenis              &gt; playing tennis</li> <li>&gt; membaca                    &gt; reading</li> <li>&gt; menyanyi                   &gt; singing</li> <li>&gt; nonton TV                  &gt; watching TV</li> </ul> <p>SMP N 1 Kotamungkid</p>
3	8

<p style="text-align: center;"><b>See you ...</b></p> <p style="text-align: center;"><b>Sampai jumpa ...</b></p> <div> <div>&gt; besok pagi</div> <div>&gt; tomorrow</div> <div>&gt; hari jumat</div> <div>&gt; Friday</div> <div>&gt; lagi</div> <div>&gt; later</div> <div>&gt; minggu depan</div> <div>&gt; next week</div> <div>&gt; nanti sore</div> <div>&gt; this afternoon</div> </div> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">4</p>	<p style="text-align: center;"><b>May I ...</b></p> <p style="text-align: center;"><b>Bolehkah saya ...</b></p> <div> <div>&gt; duduk disini</div> <div>&gt; sit here</div> <div>&gt; memakannya</div> <div>&gt; eat it</div> <div>&gt; meminjamnya</div> <div>&gt; borrow it</div> <div>&gt; meminumnya</div> <div>&gt; drink it</div> <div>&gt; pergi sekarang</div> <div>&gt; go now</div> </div> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">9</p>
<p style="text-align: center;"><b>What's your ... ?</b></p> <p style="text-align: center;"><b>Siapa / Apa / Berapa ... mu ?</b></p> <div> <div>&gt; alamat</div> <div>&gt; address</div> <div>&gt; kebangsaan</div> <div>&gt; nationality</div> <div>&gt; nama</div> <div>&gt; name</div> <div>&gt; nomor telepon</div> <div>&gt; telephone number</div> <div>&gt; pekerjaanmu</div> <div>&gt; occupation</div> </div> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">5</p>	<p style="text-align: center;"><b>Can you ..., please?</b></p> <p style="text-align: center;"><b>Dapatkah anda / kamu ... ?</b></p> <div> <div>&gt; memberikannya</div> <div>&gt; give it to Dodi</div> <div>&gt; membuangnya</div> <div>&gt; throw it away</div> <div>&gt; menolong saya</div> <div>&gt; help me</div> <div>&gt; menutup pintu</div> <div>&gt; close te door</div> </div> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">10</p>
<p style="text-align: center;"><b>Are you ... ?</b></p> <p style="text-align: center;"><b>Apakah kamu ... ?</b></p> <div> <div>&gt; gembira</div> <div>&gt; happy</div> <div>&gt; lapar</div> <div>&gt; hungry</div> <div>&gt; lelah</div> <div>&gt; tired</div> <div>&gt; marah</div> <div>&gt; angry</div> <div>&gt; sakit</div> <div>&gt; sick</div> </div> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">11</p>	<p style="text-align: center;"><b>Do you know ... ?</b></p> <p style="text-align: center;"><b>Apakah kamu tahu / kenal ... ?</b></p> <div> <div>&gt; Super Junior</div> <div>&gt; Super Junior</div> <div>&gt; ibuku</div> <div>&gt; my mother</div> <div>&gt; Jimmy</div> <div>&gt; Jimmy</div> <div>&gt; Candi Borobudur</div> <div>&gt; Borobudur temple</div> <div>&gt; Sule</div> <div>&gt; Sule</div> </div> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">16</p>

<p style="text-align: center;"><b>Do you have ... ?</b></p> <p style="text-align: center;"><b>Apakah kamu punya ... ?</b></p> <p>&gt; binatang piaraan      &gt; a pet</p> <p>&gt; gagasan                      &gt; any idea</p> <p>&gt; PR                              &gt; any home work</p> <p>&gt; saudara                      &gt; any brother /</p> <p>sekandung                      sister</p> <p>&gt; uang                              &gt; some money</p> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">12</p>	<p style="text-align: center;"><b>I'd like ..., please ?</b></p> <p style="text-align: center;"><b>Saya mau ...</b></p> <p>&gt; kamus                      &gt; the dictionary</p> <p>                                    &gt; the temple</p> <p>&gt; brosur candi              brochure</p> <p>&gt; bus 1                        &gt; bus 1</p> <p>&gt; suvenir                      &gt; the souvenir</p> <p>&gt; yang hijau                &gt; the green one</p> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">17</p>
<p style="text-align: center;"><b>Let's ...</b></p> <p style="text-align: center;"><b>Mari kita ... / Yuk kita ...</b></p> <p>&gt; melihat film              &gt; see the movie</p> <p>&gt; duduk disini              &gt; sit here</p> <p>&gt; memakannya              &gt; eat it</p> <p>&gt; pergi                        &gt; go</p> <p>&gt; pulang sekarang          &gt; go home now</p> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">13</p>	<p style="text-align: center;"><b>I'll ...</b></p> <p style="text-align: center;"><b>Saya mau / ingin ...</b></p> <p>&gt; memanggil                      &gt; call the security</p> <p>satpam                              &gt; help you</p> <p>&gt; membantumu              &gt; help you</p> <p>&gt; membersihkan              &gt; clean the table</p> <p>meja                                  &gt; put it in the bag</p> <p>&gt; menyimpannya di          &gt; put it in the bag</p> <p>tas</p> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">18</p>
<p style="text-align: center;"><b>Where is ... ?</b></p> <p style="text-align: center;"><b>Di mana ... ?</b></p> <p>&gt; kamar kecilnya              &gt; the toilet</p> <p>&gt; busnya                        &gt; the bus</p> <p>&gt; pusat                              &gt; the information</p> <p>informasinya                      centre</p> <p>&gt; Mr. Bambang              &gt; Mr. Bambang</p> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">14</p>	<p style="text-align: center;"><b>I want to ...</b></p> <p style="text-align: center;"><b>Saya akan / mau ...</b></p> <p>&gt; beristirahat                  &gt; have a rest</p> <p>&gt; ke kamar kecil              &gt; pee</p> <p>&gt; membaca buku              &gt; read a book</p> <p>&gt; mengambil                      &gt; take a picture</p> <p>gambar                              &gt; go home now</p> <p>&gt; pulang sekarang          &gt; go home now</p> <p>SMP N 1 Kotamungkid</p> <p style="text-align: right;">19</p>

<p style="text-align: center;"><b>Here is your ...</b></p> <p style="text-align: center;"><b>Ini ... mu</b></p> <p>&gt; botol air minum      &gt; water bottle</p> <p>&gt; kartu                      &gt; card</p> <p>&gt; kartu identitas        &gt; identity card</p> <p>&gt; sepatu                    &gt; shoe</p> <p>&gt; kamera                  &gt; camera</p> <p>SMP N 1 Kotamungkid</p>	<p style="text-align: center;"><b>I'm sorry ...</b></p> <p style="text-align: center;"><b>Maaf ...</b></p> <p>&gt; saya tidak tahu      &gt; I don't know</p> <p>&gt; saya terlambat        &gt; I'm late</p> <p>&gt; saya tadi lupa        &gt; I forget</p> <p>&gt; saya meninggalkan            &gt; I left it at home   nya dirumah</p> <p>SMP N 1 Kotamungkid</p>
15	20



## **APPENDIX 2**

### **PROCEDURES IN DELIVERING THE SPEAKING CARDS**

### Procedures in Delivering the Speaking Cards

In delivering the speaking cards, the teacher is to review old expression (Repetition Step) and give a new expression each meeting. Therefore there will be two expression that are being practiced each meeting. The practice will take around 10 minutes in the beginning of each meeting. The procedure is as follows.

#### Example of Procedure for Introducing an Expression

Time	Steps	Teacher's Activity	Students' Activity
5 min	Modelling	Teacher asks the students to take out speaking card number 2 and ask them to repeat after him / her "May I borrow ... ?"	Students take out speaking card number 2 and repeat after the teacher.
	Practice	Teacher asks to the students how to say "Bolehkah saya minta buku ini?" in English.	Students answer "Can I have this book, please?"
		Teacher asks the students to practice the expression by mentioning the next 4 other examples of things listed in the speaking card.	Students answer and practice using the next 4 other examples of things listed in the speaking card.
		Teacher asks 5 students to practice the expression by asking them to use one item for each student.	Students practice the expression

#### Example of Procedure for Review Expression (Repetition)

Time	Teacher's Activity	Students' Activity
5 min	Teacher asks the students how to say "Bolehkah saya minta ... ?" in English.	Students answer "Can I have ..., please ?"
	Teacher asks to the students how to say "Bolehkah saya minta buku ini?" in English.	Students answer "Can I have this book, please?"
	Teacher asks the students to practice the expression by mentioning the next 4 other examples of things listed in the speaking card.	Students answer and practice using the next 4 other examples of things listed in the speaking card.
	Teacher asks 5 students to practice the expression by asking them to use one item for each student.	Students practice the expression.

## **APPENDIX 3**

### **LESSON PLAN**

## RENCANA PELAKSANAAN PEMBELAJARAN 1 (RPP 1)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta.

Indikator : 9.1.1. Siswa dapat meminta barang dari orang lain secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminta barang dari orang lain secara berterima.

B. Materi Pembelajaran

Situation:

Laila is at school library. She is a new student. She doesn't have a library card.  
Laila : Good morning mam.  
Librarian: Good morning. What can I do for you?.  
Laila : I am a new a new student and I don't have a library card. **Can I have one, please?**  
Librarian: Sure, Wait a moment.

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Main Activities
- Presentation:

Situation:

Laila is at school library. She is a new student. She doesn't have a library card.

Laila : Good morning mam.

Librarian: Good morning. What can I do for you?.

Laila : I am a new a new student and I don't have a library card. **Can I have one, please?**

Librarian: Sure, Wait a moment.

#### Practise

Can I have	a library card	please?
	this book	
	some paper	
	some drink	
	some sweets	

#### Production

Ask your friend to ask for:

1. The dictionary
2. Some money.
3. Some tea
4. Some sugar.

#### Closing Activities

Summarizing:

Further guidance:

Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
- Sugeng Aryanto. Yuniarti D. Arini.

Media : - Speaking Card

F. Penilaian

1. Teknik Lisan

2. Bentuk Wawancara.

3. Instrumen Giving situation and ask students to make request.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 25 November 2012

Acknowledged by;

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## RENCANA PELAKSANAAN PEMBELAJARAN 2 (RPP 2)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta.

Indikator : 9.1.1. Siswa dapat meminjam barang dari orang lain secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminjam barang dari orang lain secara berterima.

B. Materi Pembelajaran

Situation:

Lina is at her classroom.. She wants to write but she left her pen at home. She asks Rani to borrow her pen.

Lina : Hi Rani, how many pens do you have?

Rani: Hi Lina.I have three.

Lina : **May I borrow one ?**. I left mine.

Rani: Sure, Here you are.

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 1
- Main Activities

#### Presentation:

##### Situation:

Lina is at her classroom.. She wants to write but she left her pen at home. She asks Rani to borrow her pen.

Lina : Hi Rani, how many pens do you have?

Rani: Hi Lina.I have three.

Lina : **May I borrow one ?**. I left mine.

Rani: Sure, Here you are.

#### Practise

May I borrow	pen ?
	that bicycle ?
	this book ?
	the telephone ?
	a correction pen ?

#### Production

Ask your friend to borrow:

1. The novel
2. The duster.
3. The cap
4. The traveling bag.

#### Closing Activities

Summarizing:

Further guidance:



Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
- Sugeng Aryanto. Yuniarti D. Arini.  
Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to borrow something.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 27 November 2012

Acknowledged by;

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### RENCANA PELAKSANAAN PEMBELAJARAN 3 (RPP 3)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta.

Indikator : 9.1.1. Siswa dapat menawarkan sesuatu pada orang lain secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat menawarkan sesuatu pada orang lain secara berterima.

B. Materi Pembelajaran

Situation:  
Mr. Saman is visiting his father in law. He is now sitting in the living room.  
Mr Hadi: Good morning.  
Mr. Saman : Good morning..  
Mr Hadi: How are you?.  
Mr. Saman : Fine, and you?  
Mr Hadi: Fine. **Do you want some coffee?**  
Mr. Saman : No, thanks.

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 2
- Main Activities

#### Presentation:

##### Situation:

Mr. Saman is visiting his father in law. He is now sitting in the living room.

Mr Hadi: Good morning.

Mr. Saman : Good morning..

Mr Hadi: How are you?.

Mr. Saman : Fine, and you?

Mr Hadi: Fine. **Do you want some coffee?**

Mr. Saman : No, thanks.

#### Practise

Do you want	this book ?
	some chocolate ?
	my picture ?
	this ?
	some drink ?

#### Production

Ask your friend to offer something:

1. That ball.
2. This magazine.
3. Some hot tea.
4. That jacket.

#### Closing Activities

Summarizing:

Further guidance:

Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
- Sugeng Aryanto. Yuniarti D. Arini.  
Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to offer something.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 11 Desember 2012

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

Wahid Suhermanto, S.Pd.  
NIP 19631226 198703 1 007

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## RENCANA PELAKSANAAN PEMBELAJARAN 4 (RPP 4)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 1

Standar Kompetensi : 3. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.2. Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

Indikator : 3.2.1.. Siswa dapat mengucapkan selamat berpisah pada orang lain secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat mengucapkan selamat berpisah pada orang lain secara berterima.

B. Materi Pembelajaran

Situation:  
Mr. Saman is teaching at the classroom. He is going to end the class..  
Mr. Saman : Well students, Is there any question?..  
Students : No, sir.  
Mr. Saman : Okey. I think it's enough for today. **See you** next Wednesday.  
Students :See you.

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 3
- Main Activities

#### Presentation:

Situation:

Mr. Saman is teaching at the classroom. He is going to end the class..

Mr. Saman : Well students, Is there any question?.

Students : No, sir.

Mr. Saman : Okey. I think it's enough for today. **See you** next Wednesday.

Students :See you.

#### Practise

See you	tomorrow ?
	next Friday ?
	later ?
	next week ?
	this afternoon ?

#### Production

Ask your friend to say good bye using the expression just learned:

1. Next Sunday.
2. Next weekend..
3. Next month.
4. Next year.

#### Closing Activities

Summarizing:

Further guidance:

Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
- Sugeng Aryanto. Yuniarti D. Arini.  
Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to offer something.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 12 Desember 2012

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

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## RENCANA PELAKSANAAN PEMBELAJARAN 5 (RPP 5)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 1

Standar Kompetensi : 3. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Indikator : 3.3.1. Siswa dapat meminta informasi secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminta informasi secara berterima.

B. Materi Pembelajaran

Situation:  
Mitha meets Reza, her new classmate in the school canteen..  
Mitha : Hello,I'm Mitha.**What's your name?**  
  
Reza : Hello Mitha. I'm Reza Setyawan. Please call me Reza.  
  
Mitha: **Where do you live**, Reza?  
  
Reza :I live at Jl Mawar number 2.

C. Teknik/Metode : PPP.



E. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 4
- Main Activities

Presentation:

Situation:

Mitha meets Reza, her new classmate in the school canteen..

Mitha : Hello,I'm Mitha.**What's your name?.**

Reza : Hello Mitha. I'm Reza Setyawan. Please call me Reza.

Mitha: **Where do you live**, Reza?

Reza :I live at Jl Mawar number 2.

Practise

What's your	address ?
	nationality ?
	name ?
	telephone number ?
	occupation ?

Production

Ask your friend to give information using the expression you just learned:

1. Father's name.
2. Mother's job.
3. Motorcycle
4. Car

Closing Activities

Summarizing:

Further guidance:

Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
- Sugeng Aryanto. Yuniarti D. Arini.  
Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to give information.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 16 Januari 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

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## RENCANA PELAKSANAAN PEMBELAJARAN 6 (RPP 6)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 1

Standar Kompetensi : 3. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Indikator : 3.2.1. Siswa dapat mengucapkan terima kasih secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat mengucapkan terima kasih secara berterima.

B. Materi Pembelajaran

Situation:

After school, Mitha is waiting a bus in front of the school gate. Suddenly a car pull over stop. The driver opens the window. It turns out that he is her neighbour.

Miss Tari: tha : Hi Mitha. Going home?.

Mitha: Yes, I'm waiting for the bus.

Miss Tari: Get on!.

Mitha: Okey. **Thank you for the ride.**

Miss Tari: You're welcome.

C. Teknik/Metode : PPP.

D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 5
- Main Activities

Presentation:

Situation:

After school, Mitha is waiting a bus in front of the school gate. Suddenly a car pull over stop. The driver opens the window. It turns out that he is her neighbour.

Miss Tari: tha : Hi Mitha. Going home?.

Mitha: Yes, I'm waiting for the bus.

Miss Tari: Get on!.

Mitha: Okey. **Thank you for the ride.**

Miss Tari: You're welcome.

Practise

Thank you for	your help ?
	the cake ?
	the lunch ?
	the drink ?
	the gift ?

Production

Ask your friend to to thank using the expression you just learned:

1. The coke.
2. The Bakso.
3. The help.
4. The biscuits

Closing Activities

Summarizing:

Further guidance:
Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
                               - Sugeng Aryanto. Yuniarti D. Arini.  
 Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to thank.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 16 Januari 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid    English Teacher

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## RENCANA PELAKSANAAN PEMBELAJARAN 7 (RPP 7)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

Indikator : 9.2.1. Siswa dapat menanyakan perasaan suka secara berterima pada orang lain'

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat menanyakan perasaan suka secara berterima pada orang lain.

B. Materi Pembelajaran

Situation:  
After school, Novi and Faqih plan to go the movie but they don't know what film they will see.

Novi: Well, there is a good film at 21.

Faqih: What film?

Novi: Iron Man. **Do you like** it?

Faqih: **Yes, I do.** I've been waiting for along time

Novi: Okey. Let's go there..

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 6
- Main Activities

#### Presentation:

##### Situation:

After school, Novi and Faqih plan to go the movie but they don't know what film they will see.

Novi: Well, there is a good film at 21.

Faqih: What film?

Novi: Iron Man. **Do you like** it?

Faqih: **Yes, I do.** I've been waiting for along time

Novi: Okey. Let's go there..

#### Practise

Do you like	animals ?
	thisbook ?
	the story ?
	the film ?
	the song ?

#### Production

Ask your friend wether he/she likes or not.

1. sate.
2. "Nasi goreng".
3. The novel.
4. The camping location.

#### Closing Activities

##### Summarizing:

##### Further guidance:

Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)

- Sugeng Aryanto. Yuniarti D. Arini.

Media : - Speaking Card

F. Penilaian

1. Teknik Lisan

2. Bentuk Wawancara.

3. Instrumen Giving situation and ask students about like.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 20 Januari 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

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## RENCANA PELAKSANAAN PEMBELAJARAN 8 (RPP 8)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

Indikator : 9.2.1. Siswa dapat menyatakan perasaan suka secara berterima pada orang lain'

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat menyatakan perasaan suka secara berterima pada orang lain.

B. Materi Pembelajaran

Situation:  
Liz and Tom are talking about music.

Liz : Do you like jazz, Tom?  
Tom : No, I don't like it very much. Do you?  
Liz : Well, yes, I do. I'm a real fan of Wynton Marsalis.  
Tom : Oh, Does he play the piano?  
Liz : No, he doesn't! He plays the trumpet.  
So, what kind of music do you like?  
Tom : **I like** rock a lot  
Liz : Who's your favorite group?  
Tom : The Cranberries. I love their music.  
How about you? Do you like them?  
Liz : No, I don't I can't stand them

C. Teknik/Metode : PPP.

D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 7
- Main Activities

Presentation:

Situation:  
Liz and Tom are talking about music.

Liz : Do you like jazz, Tom?  
Tom : No, I don't like it very much. Do you?  
Liz : Well, yes, I do. I'm a real fan of Wynton Marsalis.  
Tom : Oh, Does he play the piano?  
Liz : No, he doesn't! He plays the trumpet.  
So, what kind of music do you like?  
Tom : **I like** rock a lot  
Liz : Who's your favorite group?  
Tom : The Cranberries. I love their music.  
How about you? Do you like them?  
Liz : No, I don't I can't stand them

Practise

I like	Swimming.
	playing tennis.
	reading.
	singing.
	watching TV.

Production

Ask your friend wether he/she likes or not.

1. Reading comic.
2. Playing football..
3. Fishing.
4. Camping .

Closing Activities

Summarizing:



## RENCANA PELAKSANAAN PEMBELAJARAN 9 (RPP 9)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal

Indikator : 9.2.1. Siswa dapat meminta ijin secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminta ijin melakukan sesuatu secara berterima.

B. Materi Pembelajaran

Situation:  
Liz and Tom are talking about concert.

Sílvia: Tom's got two tickets for the Jamelia concert on Friday. **May I go** with him?

Laia: Where's the concert?

Sílvia: It's at Wembley Arena. I've got some money for the ticket.

Laia: OK. I suppose so.

Sílvia: And can I stay at Tom's house after the concert?

Laia: No, sorry, you can't.

Sílvia: Why not?

Laia: Because it's Dad's birthday on Saturday. Remember?

Sílvia: Oh, yeah. I remember.

C. Teknik/Metode : PPP.

D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 8
- Main Activities

Presentation:

Situation:

Liz and Tom are talking about concert.

Sílvia: Tom's got two tickets for the Jamelia concert on Friday. **May I go** with him?

Laia: Where's the concert?

Sílvia: It's at Wembley Arena. I've got some money for the ticket.

Laia: OK. I suppose so.

Sílvia: And can I stay at Tom's house after the concert?

Laia: No, sorry, you can't.

Sílvia: Why not?

Laia: Because it's Dad's birthday on Saturday. Remember?

Sílvia: Oh, yeah. I remember.

Practise

May I	sit here ?
	eat it ?.
	borrow it ?.
	drink it ?.
	go now ?.

Production

Ask your friend for the permission.

1. Go in.
2. Use your phone.
3. Borrow your dictionary.
4. Call my mother.

### Closing Activities

Summarizing:

Further guidance:

Reflection:

### E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
- Sugeng Aryanto. Yuniarti D. Arini.

Media : - Speaking Card

### F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students about permission.

### G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 19 Februari 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

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## RENCANA PELAKSANAAN PEMBELAJARAN 10 (RPP 10)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta.

Indikator : 9.1.1. Siswa dapat meminta seseorang melakukan sesuatu secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminta seseorang melakukan sesuatu secara berterima.

B. Materi Pembelajaran

Situation:

Karni wants to go to the movie. She asks her friend, Ninik to accompany her.

Karni : Good evening, Ninik?

Ninik : Good evening, Karni?

Karni : **Can you** accompany me, **please?**

Ninik : Where do you go?

Karni : I want to go to a movie

Ninik : I am so sorry, because I will go to beach

Karni : Please don't be sorry

C. Teknik/Metode : PPP.

D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 9
- Main Activities

Presentation:

Situation:

Karni wants to go to the movie. She asks her friend, Ninik to accompany her.

Karni : Good evening, Ninik?

Ninik : Good evening, Karni?

Karni : **Can you** accompany me, **please?**

Ninik : Where do you go?

Karni : I want to go to a movie

Ninik : I am so sorry, because I will go to beach

Karni : Please don't be sorry

Practise

Can you	give it to Dody	please ?
	throw it away	
	help me	
	close the door	
	switch on the lamp	

Production

Ask your friend to .....

1. Turn off the television.
2. Shut all the windows.
3. Return the dictionary.
4. Call the ambulance.

Closing Activities

Summarizing:



Further guidance:
Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
                               - Sugeng Aryanto. Yuniarti D. Arini.  
 Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to borrow something.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 3 March 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid    English Teacher

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## RENCANA PELAKSANAAN PEMBELAJARAN 11 (RPP 11)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 1

Standar Kompetensi :3. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Indikator : 3.3.1. Siswa dapat meminta informasi secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminta informasi secara berterima.

B. Materi Pembelajaran

Situation:  
Miss Yanti is teaching in VII B. She is describing How to make fried rice.  
She asks some students.  
Miss Yanti : What will we prepare Anto?  
Anto : A plate of rice.  
Miss Yanti : What else Nenny?.  
Nenny : Some cabbage mam.  
Miss Yanti : What else Rudy?  
Rudy doesn't answer. He looks pale.  
Miss Yanti : **Are you sick?**  
Rudy nods his head.

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 10
- Main Activities

#### Presentation:

##### Situation:

Miss Yanti is teaching in VII B. She is describing How to make fried rice. She asks some students.

Miss Yanti : What will we prepare Anto?

Anto : A plate of rice.

Miss Yanti : What else Nenny?.

Nenny : Some cabbage mam.

Miss Yanti : What else Rudy?

Rudy doesn't answer. He looks pale.

Miss Yanti : **Are you sick?**

Rudy nods his head.

#### Practise

Are you	happy ?
	hungry?
	tired ?
	angry ?
	sick ?

#### Production

Ask your friend using the expression you've just learned.

1. Sleepy.
2. thirsty.
3. okay.
4. confused.

#### Closing Activities

##### Summarizing:

Further guidance:
Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
 - Sugeng Aryanto. Yuniarti D. Arini.

Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to ask for information.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 5 March 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

Wahid Suhermanto, S.Pd.  
 NIP 19631226 198703 1 007

Bambang Sutikno.  
 NIP 19550404 197903 1 008

## RENCANA PELAKSANAAN PEMBELAJARAN 12 (RPP 12)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 1

Standar Kompetensi : 3. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Indikator : 3.3.1. Siswa dapat meminta informasi secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminta informasi secara berterima.

B. Materi Pembelajaran

Situation:  
Faqih and Nafisah are at zoo. They stop at the bird cage.  
Nafisah : Look, How beautiful. What bird is that?  
Faqih : It's bird of paradise. It's from Papua. Do you like bird?  
Nafisah : No, but my father has some. **Do you have birds?**  
Faqih : No, I don't like birds. I like dogs.

C. Teknik/Metode : PPP.

D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 11

- Main Activities

Presentation:

Situation:

Faqih and Nafisah are at zoo. They stop at the bird cage.

Nafisah : Look, How beautiful. What bird is that?

Faqih : It's bird of paradise. It's from Papua. Do you like bird?

Nafisah : No, but my father has some. **Do you have birds?**

Faqih : No, I don't like birds. I like dogs.

Practise

Do you have	a pet ?
	any idea ?
	any home work ?
	any brother / sister?
	some money ?

Production

Ask your friend using the expression you've just learned.

1. A cat.
2. Any money.
3. Any assignment.
4. Any questions.

Closing Activities

Summarizing:

Further guidance:

Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
- Sugeng Aryanto. Yuniarti D. Arini.  
Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to ask for information.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 26 March 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid    English Teacher

Wahid Suhermanto, S.Pd.  
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Bambang Sutikno.  
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## RENCANA PELAKSANAAN PEMBELAJARAN 13 (RPP 13)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 1

Standar Kompetensi : 3. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima

Indikator : 3.1.1.. Siswa dapat mengajak orang lain melakukan sesuatu secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat mengajak orang lain melakukan secara berterima.

B. Materi Pembelajaran

Situation:  
Mita Rendi and Tio are at the railway station. There is an announcement that the train is delayed.

Mita : What's wrong, Tio?  
Tio : The enquiry clerk said that our train's arrival is delayed. We might have to wait for one hour.  
Rendi : Oh great, now we are really going to come late to Semarang.  
Mita : [Sighs] Okay, it's better to tell our parents about our late so they won't get worried.  
Tio : Alright. **Let's tell them by phone call.**

C. Teknik/Metode : PPP.



#### E. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 12
- Main Activities

#### Presentation:

**Situation:**

Mita Rendi and Tio are at the railway station. There is an announcement that the train is delayed.

Mita : What's wrong, Tio?

Tio : The enquiry clerk said that our train's arrival is delayed. We might have to wait for one hour.

Rendi : Oh great, now we are really going to come late to Semarang.

Mita : [Sighs] Okay, it's better to tell our parents about our late so they won't get worried.

Tio : Alright. **Let's tell them by phone call.**

#### Practise

Let's	see the movie
	sit here
	eat it
	go
	go home now

#### Production

Ask your friend using the expression you've just learned.

1. Have a meal.
2. Discuss the plan to Bali.
3. Have a rest.
4. Play football.

#### Closing Activities

**Summarizing:**

Further guidance:
Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
 - Sugeng Aryanto. Yuniarti D. Arini.  
 Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to ask others to do something.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 1 April 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

Wahid Suhermanto, S.Pd.  
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Bambang Sutikno.  
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## RENCANA PELAKSANAAN PEMBELAJARAN 14 (RPP 14)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 1

Standar Kompetensi : 3. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.3. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

Indikator : 3.3.1. Siswa dapat meminta informasi secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat meminta informasi secara berterima.

B. Materi Pembelajaran

Situation :  
Jack is leaving the house  
Jack : Bye, Mom. I'm going cycling.  
Mom : Wait a minute. Clean your room before you leave.  
Jack : What do I have to do?  
Mom : Hang up your clothes. Make your bed. Put your books back on the shelf. Empty the wastepaper basket and sweep the floor. Okay?  
Jack : Where is the broom?  
Mom : Behind the door.

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 13
- Main Activities

#### Presentation:

Situation :

Jack is leaving the house

Jack : Bye, Mom. I'm going cycling.

Mom : Wait a minute. Clean your room before you leave.

Jack : What do I have to do?

Mom : Hang up your clothes. Make your bed. Put your books back on the shelf. Empty the wastepaper basket and sweep the floor. Okay?

Jack : Where is the broom?

Mom : Behind the door.

#### Practise

Where is	the toilet
	the bus
	the information centre
	the principal room
	Mr. Bambang

#### Production

Ask your friend to ask for information.

1. The library.
2. The school canteen.
3. The biology lab.
4. The mosque.

#### Closing Activities

Summarizing:

Further guidance:
Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
                               - Sugeng Aryanto. Yuniarti D. Arini.  
 Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to ask for information.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 2 April 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

Wahid Suhermanto, S.Pd.  
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Bambang Sutikno.  
 NIP 19550404 197903 1 008

## RENCANA PELAKSANAAN PEMBELAJARAN 15 (RPP 15)

Nama Sekolah : SMP Negeri 1 Kota Mungkid.  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : 7 / 2

Standar Kompetensi : 9. Berbicara  
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta.

Indikator : 9.1.1. Siswa dapat memberikan sesuatu secara berterima.

Aspek/Skill : Berbicara.

Alokasi Waktu : 1 x 15 menit.

A. Tujuan Pembelajaran  
Siswa dapat memberikan sesuatu secara berterima.

B. Materi Pembelajaran

Situation :

Christopher is visiting his classmate Jessica. At this time, Jessica is in the backyard of her house.

Christopher : Hi, Jess.

Jessica : Hi, Chris.

Christopher : what are you doing?

Jessica : well. I'm planting a rose now. Can you help me get the flower pot over here, please?

Christopher : yes, of course.

*Christopher takes the flower pot and gives it to Jessica.*

Christopher : **here is your flower pot.**

Jessica : thank you, Christopher.

C. Teknik/Metode : PPP.

#### D. Langkah-langkah kegiatan

- Opening Activities
- Greeting, Prayers, Checking attendance.
- Reviewing Card 14
- Main Activities

#### Presentation:

Situation :

Christopher is visiting his classmate Jessica. At this time, Jessica is in the backyard of her house.

Christopher : Hi, Jess.

Jessica : Hi, Chris.

Christopher : what are you doing?

Jessica : well. I'm planting a rose now. Can you help me get the flower pot over here, please?

Christopher : yes, of course.

*Christopher takes the flower pot and gives it to Jessica.*

Christopher : **here is your flower pot.**

Jessica : thank you, Christopher.

#### Practise

Here is your	water bottle
	card
	identity card
	shoe
	camera

#### Production

Ask your friend to give something to others.

1. umbrella.
2. dictionary.
3. biology book.
4. card reader.

#### Closing Activities

Summarizing:

Further guidance:
Reflection:

E. Sumber Belajar / Media

Sumber belajar : - Let's Talk Grade VII for Junior High School ( SMP/MTs)  
 - Sugeng Aryanto. Yuniarti D. Arini.  
 Media : - Speaking Card

F. Penilaian

1. Teknik Lisan
2. Bentuk Wawancara.
3. Instrumen Giving situation and ask students to give something.

G. Rubrik Penilaian

No	Aspek yang dinilai	Rentang Skor	Skor
1.	Accuracy ( using the correct grammar, vocabulary and pronunciation )	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1
2.	Fluency Speaking at normal speed, without hesitation, too many stops and pauses, self correction.	Sangat baik	5
		Baik	4
		Cukup	3
		Kurang	2
		Tidak baik	1

Kota Mungkid, 5 April 2013

Acknowledged by;

The Principal of SMPN 1 Kota Mungkid      English Teacher

Wahid Suhermanto, S.Pd.  
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## **APPENDIX 4**

### **SAMPLE OF OBSERVATION SHEETS**

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day :  
Time :

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.		
2.	The students pay attention to the teacher's explanation.		
3.	The students do the tasks given by the teacher seriously.		
4.	The students are active to ask.		
5.	The students are sleepy during the lesson.		
6.	The students are very noisy during the lesson.		
7.	The students can understand the instruction given by the teacher easily.		
8.	The students are willing to practice the expression given by the teacher.		
9.	The students are happy during the lesson.		
10.	The students feel bored during the lesson.		

Magelang, \_\_\_\_\_

Observer

\_\_\_\_\_

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
Class : VII B  
Teacher :  
Day :  
Time :

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.		
2.	The teacher explains the material clearly.		
3.	The teacher gives clear instruction to the students.		
4.	The teacher masters the material.		
5.	The teacher uses English most of the time.		
6.	The teacher delivering the speaking cards based on the procedures.		
7.	The teachers give the chance to the students to practice the expression evenly.		
8.	The teacher responds to the students' questions.		
9.	The teacher's voice is clear.		
10.	The teacher gives verbal reinforcement.		
11.	The teacher gives non verbal reinforcement.		
12.	The teacher is enthusiastic in teaching the lesson.		
13.	The teacher sits all of the time.		

Magelang, \_\_\_\_\_

Observer

\_\_\_\_\_

## **APPENDIX 5**

### **DATA FROM THE OBSERVATION SHEETS**

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Mr. Bambang Sukno  
 Day : Monday, NOV 26<sup>th</sup> 2012  
 Time : 11.30 - 11.45 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 26 November 2012

Observer  
  
Farida Nur Azzah

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Monday, November 26<sup>th</sup> 2012  
Time : 11.30 - 11.45

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 26 November 2012

Observer



Farida Nur Azzah

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Wednesday, Nov 28<sup>th</sup> 2012  
Time : 07.00 - 07.15 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 28 November 2012

Observer

Farida Nur Azzah

### Observation Sheet on the Activities of the Teacher

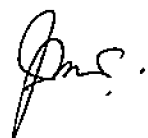
School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Mr. Bambang Setiawan  
 Day : Wednesday, Nov 28<sup>th</sup> 2012  
 Time : 07.50 - 07.55

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 28 November 2012

Observer

  
Farida Nur Azizah



### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Wednesday, December 12, 2012  
 Time : 07.00 - 07.15 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 12 Desember 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Day : ~~Monday~~ Wednesday, December 12, 2012  
 Time : 07.00 - 07.15 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 12 Desember 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sukirno  
 Day : Thursday, December 13, 2012  
 Time : 08.20 - 08.35 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 13 Desember 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Thursday, December 13, 2012  
Time : 08.20 - 08.35 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 13 Desember 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Teacher

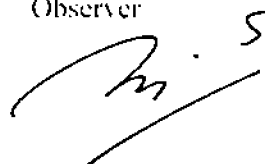
School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Wednesday, January 16<sup>th</sup> 2013  
 Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 16 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Students


School : SMP N 1 Kotamungkid  
 Class : VII B  
 Day : Wednesday, January 16<sup>th</sup> 2013  
 Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

KotaMungkid, 16 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Thursday, January 17, 2013  
 Time : 08.20 - 08.35 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 17 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Thursday, January 17, 2013  
Time : 08.20 - 08.35 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 17 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.



### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Monday, January 21<sup>st</sup> 2013  
 Time : 11.40 - 11.55

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid. 21 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Day : Monday, January 21<sup>st</sup> 2013  
 Time : 11.40 - 11.55

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kotamungkid, 21 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Suhikno  
 Day : Wednesday, 23<sup>rd</sup> - 2013  
 Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 23 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Wednesday, 23<sup>rd</sup> January 2013  
Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.		✓
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 23 Januari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Teacher

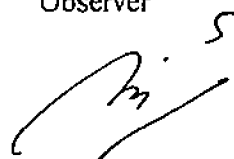
School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Wednesday, February 20<sup>th</sup> 2013  
 Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 20 Februari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Day : Wednesday, February 20<sup>th</sup> 2013  
 Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 20 Februari 2013

Observer



Saman Arifin S.Pd.

NIP.

### Observation Sheet on the Activities of the Teacher

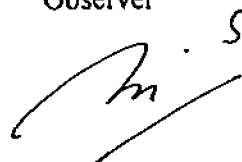
School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Monday, March 4<sup>th</sup> 2013  
 Time : 11.40 - 11.55 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 4 Maret 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Monday, March 4<sup>th</sup> 2013  
Time : 11.40 - 11.55 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 4 Maret 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013



### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
Class : VII B  
Teacher : Bambang Sutikno.  
Day : Wednesday, March 6<sup>th</sup> 2013  
Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 6 Maret 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : ~~Wednesday~~ March 6<sup>th</sup> 2013  
Time : 07.10 - 07.25

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 6 Maret 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Wednesday, March 23<sup>rd</sup> 2013  
 Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 23 Maret 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Wednesday, March 23<sup>rd</sup> 2013  
Time : 07.10 - 07.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 27<sup>th</sup> Maret 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
Class : VII B  
Teacher : Bambang Sulikno  
Day : Tuesday, April 2<sup>nd</sup> 2013  
Time : 10.10 - 10.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 2 April 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Tuesday, April 2<sup>nd</sup> 2013  
Time : 10.10 - 10.25 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 2 April 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Wednesday, April 3<sup>rd</sup> 2013  
 Time : 08.30 - 08.45 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 3 April 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Wednesday, April 3rd 2013  
Time : 08.30 - 08.45

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	
10.	The students feel bored during the lesson.		✓

Kota Mungkid, 3 April 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013



### Observation Sheet on the Activities of the Teacher

School : SMP N 1 Kotamungkid  
 Class : VII B  
 Teacher : Bambang Sutikno  
 Day : Saturday, April 6<sup>th</sup> 2013  
 Time : 09.50 - 10.05

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	Teacher checks the readiness of the students to follow the lesson.	✓	
2.	The teacher explains the material clearly.	✓	
3.	The teacher gives clear instruction to the students.	✓	
4.	The teacher masters the material.	✓	
5.	The teacher uses English most of the time.	✓	
6.	The teacher delivering the speaking cards based on the procedures.	✓	
7.	The teachers give the chance to the students to practice the expression evenly.	✓	
8.	The teacher responds to the students' questions.	✓	
9.	The teacher's voice is clear.	✓	
10.	The teacher gives verbal reinforcement.	✓	
11.	The teacher gives non verbal reinforcement.	✓	
12.	The teacher is enthusiastic in teaching the lesson.	✓	
13.	The teacher sits all of the time.		✓

Kota Mungkid, 6 April 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

### Observation Sheet on the Activities of the Students

School : SMP N 1 Kotamungkid  
Class : VII B  
Day : Saturday, April 6<sup>th</sup> 2013  
Time : 09.50 - 10.05 AM

Please put a tick on the right column based on the students' activities during the observation.

No.	Statements	Yes	No
1.	The students are ready to follow the lesson.	✓	
2.	The students pay attention to the teacher's explanation.	✓	
3.	The students do the tasks given by the teacher seriously.	✓	
4.	The students are active to ask.	✓	
5.	The students are sleepy during the lesson.		✓
6.	The students are very noisy during the lesson.		✓
7.	The students can understand the instruction given by the teacher easily.	✓	
8.	The students are willing to practice the expression given by the teacher.	✓	
9.	The students are happy during the lesson.	✓	✗
10.	The students feel bored during the lesson.		✓

KotaMungkid, 6 April 2013

Observer



Saman Arifin S.Pd.

NIP. 19590805 198703 1 013

## **APPENDIX 6**

### **FIELD NOTES**

## FIELD NOTES

Date : Monday, 26 November 2012  
Time : 11.30 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Farida Nur Azizah, S.Pd

The first implementation of the speaking card action research was held on Monday, 26 November 2012 at 11.50 A.M in class VII B. In this first day of implementation, the researcher started with introducing the new media in the form of speaking card and started with the card number 1 which has the English expression of “Can I have ..., please? *Bolehkah saya minta ... ?*”.

The researcher showed the set of speaking cards and distributed them to the students, one set for each. When the students got the speaking card at first they were curious and feel not accustomed to it. This might be the first time for the students to get media handed to them. When the students had got the speaking cards, the researcher asked them to take out card number 1. The researcher helped the students in using the speaking cards based on the procedures that can be seen in the appendix. The researcher started by giving the students example of an expression “Can I have ..., please?” and asked the students to repeat after him.

Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “Bolehkah saya minta ...?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression. When they were asked to use the expression, now they don't feel the huge obstacle that previously hindered them from speaking in English.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Wednesday, 28 November 2012  
Time : 07.00 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Farida Nur Azizah, S.Pd

The second implementation of the speaking card action research was held on Wednesday, 28 November 2012 at 07.00 A.M in class VII B. In the second day of implementation, the researcher started with repeating speaking card number 1 which has the English expression of “Can I have ..., please? *Bolehkah saya minta ... ?*”.

The researcher checked whether the students had mastered the English expression of “Can I have ..., please? *Bolehkah saya minta ... ?*”. Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “*Bolehkah saya minta ...?*” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 2 and started by giving the students example of an expression “May I borrow ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and

substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “Bolehkah saya meminjam ...?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Wira, Arfix, Bayu were busy playing.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Wednesday, 12 December 2012  
Time : 07.00 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The third implementation of the speaking card action research was held on Wednesday, 12 December 2012 at 07.00 A.M in class VII B. In the third day of implementation, the researcher started with repeating speaking card number 2 which has the English expression of “May I borrow ... ?*Bolehkah saya meminjam... ?*”.

The researcher checked whether the students had mastered the English expression of “May I borrow ... ?*Bolehkah saya meminjam... ?*”. Some students had but the others hadn't. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Bolehkah saya meminjam ...?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 3 and started by giving the students example of an expression “Do you want ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and



substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “Apakah kamu mau ...?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Rosid Hamid and Rizki Agung were busy playing.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Thursday, 13 December 2012  
Time : 08.20 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The fourth implementation of the speaking card action research was held on Thursday, 13 December 2012 at 08.20 A.M in class VII B. In the fourth day of implementation, the researcher started with repeating speaking card number 3 which has the English expression of “Do you want ... ?*Apakah kamu mau... ?*”.

The researcher checked whether the students had mastered the English expression of “Do you want ... ?*Apakah kamu mau... ?*”. Some students had but the others hadn't. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Do you want ...?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 4 and started by giving the students example of an expression “See you ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and

asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “Sampai jumpa ...?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Some students still kept silent (Pamela, Sari Murti, and Hasna ).

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Wednesday, 16 January 2013  
Time : 07.10 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The fifth implementation of the speaking card action research was held on Wednesday, 16 January 2013 at 07.10 A.M in class VII B. In the fifth day of implementation, the researcher started with repeating speaking card number 4 which has the English expression of “See you ... ?*Sampai jumpa...* ?”.

The researcher checked whether the students had mastered the English expression of “See you ... ?*Sampai jumpa...* ?”. Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “See you ...?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 5 and started by giving the students example of an expression “What’s your ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how

to use the card, the researcher asked the students to say “Siapa / Apa / Berapa ... mu ?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Asif was busy playing the speaking cards. Muhamad Tegar and Wira had a chat.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Thursday, 17 January 2013  
Time : 08.20 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The sixth implementation of the speaking card action research was held on Thursday, 17 January 2013 at 08.20 A.M in class VII B. In the sixth day of implementation, the researcher started with repeating speaking card number 5 which has the English expression of “What’s your ... ? *Siapa / Apa / Berapa ...mu ?*”.

The researcher checked whether the students had mastered the English expression of “What’s your ... ? *Siapa / Apa / Berapa ...mu ?*”. Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “What’s your ...?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 6 and started by giving the students example of an expression “Thank you for ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how

to use the card, the researcher asked the students to say “Terima kasih atas ... ?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Septi and Talita were busy chatting.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Monday, 21 January 2013  
Time : 11.40 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The seventh implementation of the speaking card action research was held on Monday, 21 January 2013 at 11.40 A.M in class VII B. In the seventh day of implementation, the researcher started with repeating speaking card number 6 which has the English expression of “Thank you for ... ? Terima kasih atas ?”.

The researcher checked whether the students had mastered the English expression of “Thank you for ... ? *Terima kasih atas...*?”. Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Thank you for ...?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 7 and started by giving the students example of an expression “Do you like ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how



to use the card, the researcher asked the students to say “Apakah kamu menyukai ... ?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Arfix, Bayu did not pay attention to the teacher and busy playing.

Researcher,

Bambang Sutikno

## **FIELD NOTES**

Date : Wednesday, 23 January 2013  
Time : 07.10 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The eighth implementation of the speaking card action research was held on Wednesday, 23 January 2013 at 07.10 A.M in class VII B. In the eighth day of implementation, the researcher started with repeating speaking card number 7 which has the English expression of “Do you like ... ? Apakah kamu menyukai ?”.

The researcher checked whether the students had mastered the English expression of “Do you like ... ? Apakah kamu menyukai ?”. Some students had but the others hadn't. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Do you like ...?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 8 and started by giving the students example of an expression “I like ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the

students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “Saya suka ... ?” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Pamela and Sari Murti were busy talking. Hasna was busy writing.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Wednesday, 20 February 2013  
Time : 07.10 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The ninth implementation of the speaking card action research was held on Wednesday, 20 February 2013 at 07.10 A.M in class VII B. In the ninth day of implementation, the researcher started with repeating speaking card number 8 which has the English expression of "I like ... ?*Saya Suka* ... ?".

The researcher checked whether the students had mastered the English expression of "I like ... ?*Saya Suka* ... ?". Some students had but the others hadn't. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say "I like ...?" in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 9 and started by giving the students example of an expression "May I ... ?" and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the

students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “*Bolehkah saya ... ?*” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Arfix, Bayu were busy playing.( They sat at the back ).

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Monday, 04 March 2013  
Time : 11.40 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The tenth implementation of the speaking card action research was held on Monday, 04 March 2013 at 11.40 A.M in class VII B. In the tenth day of implementation, the researcher started with repeating speaking card number 9 which has the English expression of “May I ... ?*Bolehkah saya ... ?*”.

The researcher checked whether the students had mastered the English expression of “ May I ... ? Bolehkah saya ... ?”.Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “May I ...?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 10 and started by giving the students example of an expression “Can you ..., please ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and

asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “*Dapatkah anda / kamu... ?*” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Yassinta and Masriyati still kept silent.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Wednesday, 06 March 2013  
Time : 07.10 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The eleventh implementation of the speaking card action research was held on Wednesday, 06 March 2013 at 07.10 A.M in class VII B. In the eleventh day of implementation, the researcher started with repeating speaking card number 10 which has the English expression of “Can you ..., please ?*Dapatkah anda / kamu ... ?*”.

The researcher checked whether the students had mastered the English expression of “ Can you ..., please ? *Dapatkah anda / kamu ... ?*.Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Can you ..., please ?” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 11 and started by giving the students example of an expression “Are you ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and



substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “*Apakah kamu... ?*” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Cahyaningsih and Siti Marfuah were busy arguing. Muhamad Tegar, Bagas and Rosid Halim were playing.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Wednesday, 23 March 2013  
Time : 07.10 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The twelveth implementation of the speaking card action research was held on Wednesday, 23 March 2013 at 07.10 A.M in class VII B. In the twelveth day of implementation, the researcher started with repeating speaking card number 11 which has the English expression of “Are you ... ?*Apakah kamu ... ?*”.

The researcher checked whether the students had mastered the English expression of “ Are you ... ? *Apakah kamu ... ?*.Some students had but theothershadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Are you ... ?. ” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 12 and started by giving the students example of an expression “Do you have ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and

substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “*Apakah kamu punya... ?*” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Sari Murti and Hasna still kept silent.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Tuesday, 02 April 2013  
Time : 10.10 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The thirteenth implementation of the speaking card action research was held on Tuesday, 02 April 2013 at 10.10 A.M in class VII B. In the thirteenth day of implementation, the researcher started with repeating speaking card number 12 which has the English expression of “Do you have ... ? *Apakah kamu punya ... ?*”.

The researcher checked whether the students had mastered the English expression of “ Do you have ... ? *Apakah kamu punya...* ?”. Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Do you have ... ?.” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 13 and started by giving the students example of an expression “Let’s ... ?” and asked the students to repeat after him. Then, the researcher mentioned the expression and substituted

the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “*Mari kita ... / Yuk kita?*” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Wira and Arfix were playing.

Researcher,

Bambang Sutikno

## FIELD NOTES

Date : Wednesday, 03 April 2013  
Time : 08.30 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The fourteenth implementation of the speaking card action research was held on Wednesday, 03 April 2013 at 08.30 A.M in class VII B. In the fourteenth day of implementation, the researcher started with repeating speaking card number 13 which has the English expression of “Let’s ... ? *Mari kita ... Yuk kita* ?”.

The researcher checked whether the students had mastered the English expression of “ Let’s ... ? *Mari kita ... Yuk kita* ?.Some students had but the others hadn’t. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Let’s ... ?.” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 14 and started by giving the students example of an expression “Where is ... ?” and asked the

students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “*Dimana ... ?*” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Septi Arini and Talita were playing.

Researcher,

Bambang Sutikno

### FIELD NOTES

Date : Saturday, 06 April 2013  
Time : 09.50 A.M.  
Place : Class VIIB  
Object Research : Students of VIIB ( 32 students )  
Researcher : Bambang Sutikno  
Observer : Saman Arifin, S.Pd

The fifteenth implementation of the speaking card action research was held on Saturday, 06 April 2013 at 09.50 A.M in class VII B. In the fifteenth day of implementation, the researcher started with repeating speaking card number 14 which has the English expression of “Where is ... ? *Dimana* ... ?”.

The researcher checked whether the students had mastered the English expression of “ Where is ... ? *Dimana*...?”. Some students had but the others hadn't. The researcher wrote the names of students who still kept silent and helped them try to speak. As soon as they got to know on how to use the card, he asked them to say “Where is ... ?.” in English. Teacher also gave questions by using the five items.

The researcher ask the students to take out card number 15 and started by giving the students example of an expression “Here is your ... ?” and asked the



students to repeat after him. Then, the researcher mentioned the expression and substituted the blank by using the five items written below the expression and asked the students to repeat after him. As soon as the students got to know on how to use the card, the researcher asked the students to say “*Ini ... mu ?*” together in English. Teacher also gave questions by using the five items and asked the students to answer the question together. When the students had got enough practice together, the researcher asked the question one by one to some random students.

The students were very cooperative in doing the procedure of the speaking cards. They were enthusiastic in trying to make the sentence by substituting the items into the expression, although there were still some of them who did not pay attention to the teacher and busy playing. Teacher made a note.

Researcher,

Bambang Sutikno

## **APPENDIX 7**

### **SAMPLE OF QUESTIONNAIRE**

## KUESIONER

Nama : \_\_\_\_\_

Kelas : \_\_\_\_\_

Jenis Kelamin : \_\_\_\_\_

**I. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.**

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.				
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.				
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				
8.	<i>Speaking card</i> yang digunakan cukup menarik.				
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				
10.	Guru memberikan instruksi yang jelas saat mengajar				

11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				
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## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

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2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

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3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

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4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

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5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

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Terimakasih

## **APPENDIX 8**

### **DATA FROM THE QUESTIONNAIRE**

## DATA FROM THE QUESTIONNAIRE

### PART I

No	Statement	$\Sigma$ Response (n people of 32 response)							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
		$\Sigma$	%	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%
1	Saya suka berbicara dalam bahasa Inggris	0	0	0	0	29	90.6	3	9.4
2	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris	1	3	14	43.8	15	46.9	2	6.3
3	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik	0	0	0	0	5	15.6	27	84.4
4	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris	0	0	0	0	5	15.6	27	84.4
5	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.	0	0	1	3.1	21	65.6	10	31.3
6	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.	0	0	0	0	23	71.9	9	28.1
7	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.	0	0	0	0	18	56.3	14	43.7
8	<i>Speaking card</i> yang digunakan cukup menarik.	0	0	0	0	14	43.7	18	56.3
9	Guru menjelaskan cara penggunaan <i>speaking card</i>	0	0	0	0	13	40.6	19	59.4

	dengan cukup jelas.								
10	Guru memberikan instruksi yang jelas saat mengajar	0	0	0	0	17	53.1	15	46.9
11	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .	0	0	0	0	14	43.7	18	56.3

## PART II

### 1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

- Penulisan dan pengucapan (25)
- Terkadang artinya sulit dimengerti (1)
- Pengucapan (2)
- Kosakata, pengucapan, dan belum berani untuk berbicara dalam bahasa Inggris (2)
- Pengucapan dan kosakata (1)
- Kesulitan saat berbicara (1)

### 2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

- Sangat membantu (8)
- Ya, karena ada contoh dan arti ekspresi dalam bahasa Inggris (4)
- Ya, karena ada pola kalimat (11)
- Ya, karena mudah dimengerti (2)
- Ya; karena menarik, mudah diingat, mudah dipahami, dan memberikan motivasi untuk berbicara dalam bahasa Inggris (2)
- Ya, karena membuat saya semakin percaya diri untuk berbicara dalam bahasa Inggris (3)
- Ya, karena ada terjemahannya (2)
- Ya, karena ada terjemahannya sehingga mudah untuk diingat (1)

**3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?**

- a. Ya, karena dalam *speaking card* ada tulisan dan kalimat Tanya beserta terjemahan (23)
- b. Ya, karena mudah diingat (4)
- c. Ya, karena ada contohnya (3)
- d. Ya, karena mudah untuk membuat kalimat tanya / bertanya (2)

**4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?**

**5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?**

- a. Menyenangkan dan jelas (11)
- b. Menarik dan jelas (7)
- c. Jelas (7)
- d. Jelas dan memberikan kesempatan bagi siswa untuk mempraktekan (3)
- e. Menarik, jelas, dan menyenangkan (3)
- f. Menyenangkan (1)



## KUESIONER

Nama : AFIP Nurdhim

Kelas : VII B

Jenis Kelamin : Laki-Laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.			✓	
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

huruf dan membacanya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

ya,

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya, karena di dalam speaking card ada tulisannya, kalimat tanya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

tidak

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

menyampaikan dan jelas

## KUESIONER

Nama : Alyha Ulfa Rahman

Kelas : XIIB

Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.			✓	
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.			✓	
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.		✓		
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Cara mengeja dan tulisan yang berbeda sehingga sulit mengucapkannya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

ya, karena sudah ada arti, dan contoh, hanya tinggal mengganti kata belakangnya

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya, karena lebih mudah diingat, ada contohnya dalam hal kalimat tanya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

jelas sehingga menyenangkan dan mudah dipahami

## KUESIONER

Nama : Asa Arista  
 Kelas : VII 8  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

+ Tulsan dengan cara memkacanya berbeda.  
+ terkadang tidak mengerti artinya.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

+ sangat membantu  
+ mudah dimengerti / dipahami.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya karena mudah di ingat dan sudah ada terjemahnya.  
dalam hal membuat kalimat tanya. kita menjadi mudah.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

+ menarik untuk kita pelajari  
+ bisa belajar dengan cara yang berbeda tetapi tetap jelas.

Terimakasih

## KUESIONER

Nama : As'ad Sopyan Hidayat

Kelas : VII B

Jenis Kelamin : Laki - Laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Sering salah dalam mengatakan / menuliskan .

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

membantu saya untuk dpt berbicara dalam bahasa Inggris

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya , karena dalam speaking card sudah terjemahkan dalam hal membuat kalimat tanya .

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas .

Terimakasih



## KUESIONER

Nama : BAYU KRISWIDAYAT

Kelas : VII B

Jenis Kelamin : Laki-laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

NAMA = BAYU KRISWI DAYAT  
KELAS = VII B  
Jenis kelamin = Laki-laki

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

~~Sa ketika saya tulisanya dan cara memba~~  
~~canya~~

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

~~Ya, karena speaking card ada yg namanya Pattern~~  
~~/Pattern karena didalam speaking card su~~  
~~dah ada yg namanya Pattern/Pattern~~

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena didalam speaking card sudah ada  
contoh dan terjemahannya dalam hal bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Sangat jelas menerangkannya dan menga  
nangkan

Terimakasih

## KUESIONER

Nama : Cahyaningsih - W

Kelas : VII B

Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

kelas = VII B  
Jenis kelamin = Perempuan

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?  
tulisan dan cara membacanya <sup>pada yang</sup> berbeda sehingga pada saat  
berbicara dalam bahasa Inggris agak sulit.  
\_\_\_\_\_  
\_\_\_\_\_
2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?  
Ya, karena ~~ada~~ sudah ada patrumnya dan ada ~~2~~ terjemahan  
bahasa Indonesia.  
\_\_\_\_\_  
\_\_\_\_\_
3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?  
Ya, karena ~~sudah~~ di *speaking card* sudah ada contohnya  
dan terjemahan bahasa Indonesia. dalam hal bertanya.  
\_\_\_\_\_  
\_\_\_\_\_
4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?  
Teknik yang digunakan jelas, sehingga mudah dipahami.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Terimakasih

## KUESIONER

Nama : Dwi Haryan S  
 Kelas : VII B  
 Jenis Kelamin : Laki-Laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan memberi tanda centang pada kolom yang sudah tersedia.0

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Lara Pengucapannya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya karena sudah ada Petirain nya dan ~~sangat membantu~~  
~~sangat membantu~~

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena sudah ada contohnya dan ~~terjemah~~  
terjemahannya dalam hal membuat kalimat tanya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas ~~terter~~ dan sangat menarik.

## KUESIONER

Nama : Dwi Nur Febriyanti  
 Kelas : VII<sup>B</sup>  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.			✓	
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.			✓	
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

saat berbicara dengan cara menuliskannya.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk

membantu berbicara dalam bahasa Inggris?

ya...ii karena *speaking card* sudah ada contohnya dan contoh.

contohnya : > seperti kucing > a cat

dan membuat saya percaya diri dan untuk mengingat ekspresi untuk berbicara bahasa Inggris.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara

dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya...ii karena didalam *speaking card* contohnya bahasa Inggris - English dan

dalam hal membuat kalimat contohnya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara

dalam bahasa Inggris, apakah alasannya?

5. Bagaimana pendapatmu tentang teknik yang digunakan oleh guru saat

mengajarkan penggunaan *speaking card*?

mengajarkan dengan jelas dan memberi kesempatan bagi siswa untuk

mempraktikkan ekspresi - ekspresi yang ada dalam *speaking card*.



## KUESIONER

Nama : Ela Nurgeni  
 Kelas : VII B  
 Jenis Kelamin : Perempuan.

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Kesulitannya adalah tulisan dan cara membacanya berbeda dan arti yang berbeda-beda.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, karena sudah ada patrun sehingga mudah dipelajari dan hanya mengganti sebagian belatany saja.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena didalam *speaking card* sudah ada contohnya dan terjemahannya. Dalam hal bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas dan menarik hati

## KUESIONER

Nama : ERIX NURVAQIM

Kelas : VII B

Jenis Kelamin : Laki - Laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan memberi tanda centang pada kolom yang sudah tersedia.0

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Ejaan kata pada Bahasa Inggris cukup sulit dan sulit juga dibaca dan di mengerti artinya.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, karena *speaking card* bisa mudah di mengerti dan mempunyai penjelasan tersendiri.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena disini sudah ada contoh kata dan penterjemahan dalam bahasa (kalimat tanya)

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas dan menyenangkan

## KUESIONER

Nama : Hasna Rahma A  
 Kelas : VIII B  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.	✓			
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

- Pelafalan kata yg ada di kamus dan saat bicara yg berbeda.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

~~Ya, karena menarik~~ ya, karena menarik,  
- Mudah diingat dan mudah dipahami  
- Memberikan motivasi untuk berbicara bahasa Inggris

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, dalam hal berbicara, ekspresi, dan mudah diingat  
juga ada terjemahannya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

~~Jelas~~ ~~dan menarik~~ ~~dan menyenangkan~~

Jelas keterangannya, menyenangkan dan Menarik.

## KUESIONER

Nama : Khaisyatama  
 Kelas : VI B  
 Jenis Kelamin : Laki-laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Kesulitan dengan cara membacanya.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

ya, karena di situ sudah ada pattern.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya, karena sudah ada contoh dan terjemahnya, dalam hal bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas dan menyertakan.



## KUESIONER

Nama : Kris Nola Resu W  
 Kelas : VIB  
 JenisKelamin : Perempuan

1. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan memberi tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> member motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

- Tidak tau bahasa Inggrisnya  
- ~~S~~ Sulit untuk membedakan misalnya foot, food  
- ~~g~~ blm terbiasa untuk berbicara

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, - cukup menarik  
- Sangat membantu saya untuk dapat berbicara dalam bahasa Inggris  
- Blh percaya diri untuk berbicara dlm bahasa Inggris

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, Karena dlm *speaking card* sudah ada contoh dan t'jamah dalam hal kalimat tanya (bertanya)

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

-

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Dalam mengajarkan penggunaan *speaking card* sangat menyenangkan

## KUESIONER

Nama : Maidatun Nafi'ah

Kelas : VII B

Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

sulit membacanya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

ya, karena sudah ada patrumnya

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya, karena sudah ada contoh dan terjemahannya  
dlm hal bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

jelas dan cukup menarik

Terimakasih

## KUESIONER

Nama : Masriyati Vario S.  
 Kelas : VIII B  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

- Tata membacanya yang berbeda dengan tulisannya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

- Sangat membantu

- memudahkan dalam berbicara dalam bahasa Inggris

- dan mudah mengetahui artinya karena sudah ada terjemahannya.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

- Ya

karena mudah di mengerti, dan sudah ada terjemahannya.  
dalam hal membuat kalimat tanya, akan lebih mudah.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

- Jelas keterangannya. Dan saya senang bila  
sedang belajar bahasa Inggris

## KUESIONER

Nama : Muhammad Arif ilham A

Kelas : VII B

Jenis Kelamin : laki-laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.				✓
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.			✓	
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

: VII B  
jenis kelamin : laki-laki

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Tulisannya

Saya sering salah berbicara antara Front dan Food

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, karena di situ sudah ada ~~Pattern~~ / pattern

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena di dlm *speaking card* sudah ada contohnya/terjemahannya  
dalam hal kalimat tanya/bertanya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Sangat Jelas

menyenangkan

menarik

Terimakasih



## KUESIONER

Nama : Muhammad Asif P  
 Kelas : VIII B  
 Jenis Kelamin : LAKI-LAKI

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓



## KUESIONER

Nama : Muhammad Basos Pratoso  
 Kelas : VII B  
 Jenis Kelamin : Laki-laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.			✓	
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.			✓	
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Tulisan dengan bahasa berbeda / cara membaca

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, karena sudah ada contohnya

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, Ya, sudah ada terjemahan dan hal lainnya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas dan menarik

## KUESIONER

Nama : M. Tegar Ariyudin  
 Kelas : VII B  
 Jenis Kelamin : Laki-laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.				✓
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Cara membacanya. Cara mengerti ejaan tulisan  
B. Inggris

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Yaa..... Karena Sangat membantu saya untuk  
dapat berbicara dalam Bahasa Inggris.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Yaa..... Karena di *speaking card* contoh dan  
terjemahannya. Sehingga mudah untuk mengi  
ngat nya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

Kurang

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Sangat menarik..... Karena kita akan di  
uji satu per satu untuk menggunakan bahasa  
Inggris. Dan mudah untuk membacanya

## KUESIONER

Nama : Novayanti Nursavitry  
 Kelas : VII B  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.			✓	
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

- Cara ~~pe~~ pelafalan / cara membacanya agak sulit karena tulisan dengan cara membacanya berbeda.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, ~~stt~~ karena sudah ada patrun, terjemahannya ke dalam bahasa Indonesia ~~membuat~~ memudahkan saya untuk berbicara bahasa Inggris.

Contohnya: > seekor kucing > a cat

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena di dalam *speaking card* sudah ada terjemahannya dalam hal bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

caranya jelas dan menarik, membuat saya tidak merasa bosan belajar berbicara bahasa Inggris menggunakan *speaking card*.

Terimakasih



## KUESIONER

Nama : Romella-Indya.G.P  
 Kelas : VIII<sup>B</sup>  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.				✓
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

~~membaca~~ ; cara mengungkapnya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, karena membuat Saya menjadi Percaya diri untuk mengatakannya

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena dalam *Speaking card* sudah ada terjemahannya dalam membuat kalimat tanya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

menyenangkan dan jelas

Terimakasih

## KUESIONER

Nama : Prasetya Aji Wiraksono  
 Kelas : VII B  
 Jenis Kelamin : Laki - laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan memberi tanda centang pada kolom yang sudah tersedia.0

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

cara membaca dan tidak mengetahui artinya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Setra ... karena membantu untuk dapat berbicara bahasa Inggris.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya

karena sudah ada contohnya.

dan hal membuat kalimat tanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

jelas keterangannya dan menarik

Terimakasih

## KUESIONER

Nama : Rizki Agung Gunawan

Kelas : VII B

Jenis Kelamin : Laki Laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan memberitanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.				✓
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Cara Membacanya, Cara Mengeja ejaan  
Tulisan B.Ingggris

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Sangat, Karena memberi motivasi pada saya untuk  
berbicara dalam bahasa Inggris, dan membuat  
saya untuk mengingat ekspresi yang digunakan  
untuk berbicara dalam bahasa Inggris.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya.....!! Karena sudah ada contoh dan terjemahannya,  
dan hal bertanya, dan berbicara bahasa Inggris

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

~~Sangat Setuju, Karena sudah ada contoh dan terjemahannya,~~

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Sangat Setuju .... Karena Kita Semua dapat  
berpikir untuk Membacanya dan Kita Semua  
Menjadi Jelas dan Bisa Membacanya. Mudah  
Membacanya

Terimakasih

## KUESIONER

Nama : David Holim N. H  
 Kelas : VII B  
 Jenis Kelamin : Laki - laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓	<del>✓</del>	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

kurang dan mengungkapkan / berbicara

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

ya.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya. karena *speaking card* sudah ada terjemahnya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

~~tidak ada yang membantu~~

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

menyampaikan dan jelas



## KUESIONER

Nama : Yari Murti D.w

Kelas : vii Bhe

Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

kesulitan saat membalasnya

karena pada tulisan berbeda ucapan saat membalasnya

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

sangat menarik

karena dapat membantu saya berucap bahasa Inggris.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya

karena didalam *speaking card* sudah ada contoh dan terjemahnya, dlm hal membuat kalimat tanya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas

karena penjelasannya sangat jelas ngeliat. jadiannya

## KUESIONER

Nama : Septi Arini

Kelas : VII<sup>B</sup>

Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

salit membaca tulisan yang hampir sama tetapi berbeda  
artinya.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

iya, karena dapat memudahkan cara berbicara Inggris dan  
mengerti artinya.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

iya, karena sudah ada contohnya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

cukup jelas keterangannya.

Terimakasih

## KUESIONER

Nama : Siti Marfuah

Kelas : VII B

Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Sulit membaca

Penulisan dan cara membaca berbeda

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, karena ada patermm

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena sudah ada contohnya dan terjemahannya

dim & hal bertanya

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas, sampai menarik, menyenangkan

Terimakasih

## KUESIONER

Nama : Tahla Rahma 25  
 Kelas : VII<sup>B</sup>  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.			✓	
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Tulisan dan cara membacanya berbeda, tulisan yg sulit utt  
dibaca.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

sangat menarik dan sangat membantu saya utk lebih mudah memahami bhs. Inggris.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena mudah utk membuat kalimat tanya / bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

Jelas !



## KUESIONER

Nama : Tri Nur Anifah  
 Kelas : VII B/29  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Karena tulisan dengan cara membacanya berbeda.

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

menurut saya menarik, karena membantu saya berbicara bahasa Inggris dengan mudah karena sudah ada Patrum nya.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, karena di dalam speaking card sudah ada contoh dan terjemahannya dalam hal bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

sangat jelas dan menyenangkan

## KUESIONER

Nama : Winda Kusumawati

Kelas : VII B

Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.				✓
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

**II. Berikan pendapat sesuai dengan yang kamu rasakan.**

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

- Kesulitannya saat berbicara

- dan kadang saat saya ditunjuk saya tdk tahu

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

= Ya, karena bisa membantu kita untuk belajar dan karena sudah ada patrun.

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

= Ya, karena mudah dihafalkan, dan sudah ada contoh dan terjemahannya dan cukup mudah untuk diing kankannya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

= Jelas dan menyenangkan karena menjelaskannya sangat rinci dan tdk membosankan

Terimakasih

## KUESIONER

Nama : Wira Supriyanto  
 Kelas : VIII B  
 Jenis Kelamin : Laki-Laki

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan memberi tanda centang pada kolom yang sudah tersedia.0

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.			✓	
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.			✓	
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.			✓	
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.			✓	
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.			✓	
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.			✓	
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar			✓	
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .				✓

Nama = Wira Supriyanto

Kelas = VII B

Jenis kelamin = Laki-laki

## II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

Kata pada Bahasa Inggris cukup sulit, di baca sulit

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

ya, karena *speaking card* bisa mudah di mengerti

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

ya, karena sudah ada bahasa Indonesia dan Card, dalam hal membuat kalimat tanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

jelas dan mengingatkan

Terimakasih

## KUESIONER

Nama : Yassinta Zhavira Salsabila  
 Kelas : VII B  
 Jenis Kelamin : Perempuan

4. Berdasarkan pengalaman anda, isilah kuesioner dibawah ini dengan member tanda centang pada kolom yang sudah tersedia.

No	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1.	Saya suka berbicara dalam bahasa Inggris.				✓
2.	Saya sering merasa kesulitan untuk berbicara dalam bahasa Inggris.		✓		
3.	Penggunaan <i>speaking card</i> untuk berbicara dalam bahasa Inggris adalah sesuatu yang menarik.				✓
4.	Penggunaan <i>speaking card</i> sangat membantu saya untuk dapat berbicara dalam bahasa Inggris.				✓
5.	Penggunaan <i>speaking card</i> membuat saya merasa percaya diri untuk berbicara dalam bahasa Inggris.				✓
6.	Penggunaan <i>speaking card</i> membantu saya untuk mengingat ekspresi yang digunakan untuk berbicara dalam bahasa Inggris.				✓
7.	Penggunaan <i>speaking card</i> memberi motivasi pada saya untuk berbicara dalam bahasa Inggris.			✓	
8.	<i>Speaking card</i> yang digunakan cukup menarik.				✓
9.	Guru menjelaskan cara penggunaan <i>speaking card</i> dengan cukup jelas.				✓
10.	Guru memberikan instruksi yang jelas saat mengajar				✓
11.	Guru memberikan kesempatan yang merata bagi siswa untuk mempraktekan ekspresi-ekspresi yang ada dalam <i>speaking card</i> .			✓	

II. Berikan pendapat sesuai dengan yang kamu rasakan.

1. Apakah kendala yang kamu alami saat berbicara dalam bahasa Inggris?

membaca, , cara mengungkapkan

2. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?

Ya, karena membuat saya menjadi percaya diri  
untuk mengatakannya

3. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?

Ya, ~~ada~~ karena didalam speaking card sudah ada  
berbagai macam contoh, dalam hal bertanya.

4. Bila penggunaan *speaking card* tidak membantumu untuk dapat berbicara dalam bahasa Inggris, apakah alasannya?

5. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?

menyenangkan dan jelas



## **APPENDIX 9**

### **INTERVIEW GUIDE**

## Interview Guide

### Questions used in the interview:

1. Menurut kamu, apakah berbicara dalam bahasa Inggris itu sulit?
2. Apakah kendala yang biasa kamu jumpai saat berbicara dalam bahasa Inggris?
3. Bagaimana pendapatmu tentang penggunaan *speaking card* untuk membantumu berbicara dalam bahasa Inggris?
4. Apakah penggunaan *speaking card* cukup membantumu untuk berbicara dalam bahasa Inggris? Bagaimana dan dalam hal apa?
5. Jika tidak, mengapa?
6. Apakah dengan menggunakan *speaking card* kamu semakin percaya diri dalam berbicara menggunakan bahasa Inggris?
7. Apakah *speaking card* tersebut cukup mudah digunakan?
8. Bagaimanakah pendapatmu tentang teknik yang digunakan oleh guru saat mengajarkan penggunaan *speaking card*?
9. Apakah saran yang bias kamu berikan bila nanti ada guru yang menggunakan *speaking card* dalam mengajarkan keahlian berbicara dalam bahasa Inggris?

## **APPENDIX 10**

### **INTERVIEW TRANSCRIPTS**

## **Interview Transcript with Dwi Haryan Sujatmiko**

**Place: VIIB Classroom**

**Note:**

**R: The Researcher**

**D: Dwi Haryan Sujatmiko**

R: Nama anda?

D: Dwi Haryan Sujatmiko

R: Menurut pendapatmu apakah berbicara dalam bahasa Inggris itu sulit?

D: Agak sulit

R: Kalau kamu mengatakan agak sulit, apakah kendala yang biasa kamu jumpai saat berbicara dalam bahasa Inggris?

D: Pengucapannya

R: Apakah kamu sering bingung antara tulisan dan bunyinya?

D: Iya

R: Bagaimana pendapatmu tentang penggunaan speaking card?

D: Sangat membantu

R: Kalau kamu mengatakan sangat membantu, bagaimana speaking card tersebut membantumu?

D: Memperjelas pengucapannya

R: Kalau kamu ingin mengatakan sesuatu apakah kamu merasa seperti dituntun dengan adanya speaking card?

D: Iya

R: Sehingga ketika kamu ingin mengatakan sesuatu, kamu tinggal melihat dari speaking card?

D: Iya

R: Dalam hal apa kamu merasa terbantu?

D: Dalam hal membuat kalimat

R: Apakah dengan menggunakan speaking card kamu semakin percaya diri?

D: Ya

R: Sebelumnya apakah kamu merasa bahwa berbicara dalam bahasa Inggris adalah hal yang menakutkan?

D: Agak

R: Apakah speaking card menghilangkan ketakutan tersebut?

D: Iya

R: Apakah kamu merasa speaking card tadi gampang digunakan

D: Iya

R: Kenapa kamu merasa speaking card tersebut gampang digunakan?

D: Sudah ada artinya

R: Lalu kamu tinggal mengganti dengan kata yang ingin kamu gunakan?

D: Iya

R: Bagaimana pendapatmu dengan teknik yang digunakan Pak Bambang waktu mengajarkan penggunaan speaking card?

D: Menarik

R: Apakah cukup jelas keterangan Pak Bambang?

D: Cukup jelas

R: Sendainya nanti ketika kamu naik kelas selanjutnya kemudian ada guru lain yang menggunakan speaking card dalam mengajarkan bagaimana berbicara dalam bahasa Inggris, apa saranmu?

D: Apa ya?

R: Apakah kamu ingin speaking card tersebut dibuat lebih besar?

D: Cukup segitu saja

R: Apakah contoh-contoh kalimatnya dibuat semakin banyak?

D: Iya

R: Saya rasa cukup sekian, terimakasih.

## **Interview Transcript with Cahyaningsih Wiji Astuti**

**Place: VIIB Classroom**

**Note:**

**R: The Researcher**

**C: Cahyaningsih Wiji Astuti**

R: Nama anda?

C: Cahyaningsih Wiji Astuti

R: Kita sudah menggunakan speaking card untuk belajar berbicara, saya ingin tahu bagaimana kesanmu mengenai penggunaan speaking card untuk membantu dalam belajar berbicara. Menurut pendapatmu apakah berbicara dalam bahasa inggris itu sulit?

C: Lumayan

R: Lumayan mudah atau lumayan sulit?

C: Lumayan mudah

R: Apakah kendala yang biasa kamu jumpai saat berbicara dalam bahasa Inggris? Apakah sering merasa takut? Tidak berani ngomong? Ataukah takut salah?

C: Takut salah pengucapannya

R: Bagaimana pendapatmu tentang penggunaan speaking card dalam membantumu untuk berbicara dalam bahasa Inggris? Apakah speaking card itu cukup membantu?

C: Iya, cukup membantu

R: Dalam hal apa speaking card tersebut membantumu?

C: Dalam hal berbicara bahasa Inggris

R: Dalam hal ini apakah kamu bisa melihat contoh-contoh?

C: Iya, bisa

R: Apakah itu mempermudah kamu?

C: Iya

R: Apakah penggunaan speaking card membuatmu semakin percaya diri dalam berbicara dalam bahasa Inggris?

C: Iya

R: Apakah contoh-contoh dalam speaking card membuatmu merasa percaya diri?

C: Iya

R: Menurut pendapatmu apakah speaking card tersebut cukup mudah digunakan?

C: Iya

R: Bagaimanakah pendapatmu tentang teknik yang digunakan oleh Pak Bambang saat mengajarkan penggunaan speaking card?

C: Mudah dipahami

R: Nanti jika ada guru yang menggunakan speaking card dalam mengajarkan berbicara dalam bahasa Inggris, saran apa yang ingin kamu berikan?

C: Tidak

R: Apakah waktu untuk melakukan speaking card sudah cukup?

C: Sudah

R: Baik, terimakasih

## **Interview Transcript with Muhamad Bagas Prakoso**

**Place: VIIB Classroom**

**Note:**

**R: The Researcher**

**M: Muhamad Bagas Prakoso**

R: Nama lengkapmu?

M: Muhamad Bagas Prakoso

R: Kemarin selama beberapa bulan kita sudah belajar berbicara dengan menggunakan speaking card, saya ingin tahu menurut kamu apakah berbicara dalam bahasa Inggris itu sulit?

M: Lumayan

R: Ketika kamu belajar berbicara, apakah kendala yang biasa kamu jumpai saat berbicara dalam bahasa Inggris?

M: Kesulitan dengan pengucapan

R: Apakah karena antara penulisan dan pengucapan berbeda?

M: Iya

R: Bagaimanakah pendapatmu tentang penggunaan speaking card untuk membantumu berbicara dalam bahasa Inggris?

M: Sangat membantu

R: Penggunaan speaking card membuatmu terbantu dalam hal apa?

M: dalam hal untuk menyusun kalimat yang akan digunakan

R: Apakah kamu mengulang latihan menggunakan speaking card di rumah?

M: Iya

R: Apakah dengan menggunakan speaking card kamu semakin percaya diri dalam berbicara dalam bahasa Inggris?

M: Iya

R: Apakah contoh-contoh kalimat dalam speaking card gampang dimengerti?

M: Iya

R: Apakah speaking card tersebut mudah digunakan?



M: Iya

R: Menurut pendapatmu bagaimana dengan teknik yang digunakan oleh Pak Bambang dalam menyampaikan speaking card? Apakah sudah baik? Apakah terlalu cepat? Apakah terlalu lambat?

M: Sudah baik dan cukup jelas

R: Apakah selama ini sudah ada guru yang menggunakan kartu semacam ini?

M: Belum

R: Nah, jika nanti ada guru yang akan menggunakan speaking card untuk mengajarkan berbicara dalam bahasa Inggris apakah saranmu?

M: Supaya lebih jelas lagi

R: Baik, terimakasih

## **Interview Transcript with Sari Murti Dwi Wulandari**

**Place: VIIB Classroom**

**Note:**

**R: The Researcher**

**M: Sari Murti Dwi Wulandari**

R: Nama lengkap anda:

S: Sari Murti Dwi Wulandari

R: Kita pernah menggunakan speaking card untuk belajar berbicara, menurut pendapatmu apakah berbicara dalam bahasa Inggris itu sulit?

S: Lumayan

R: Sudah pernah belajar bahasa Inggris di SD?

S: Sudah

R: Apakah diajari berbicara?

S: Iya

R: Ketika kamu belajar berbicara dengan bahasa Inggris, apa kesulitan yang kamu temui?

S: Dengan pengucapannya, karena tulisan dan cara bacanya berbeda

R: Menurut pendapatmu penggunaan speaking card untuk belajar berbicara dalam bahasa Inggris bagaimana?

S: Sangat membantu

R: Dalam hal apa?

S: Dalam membuat kalimat, karena sudah ada contohnya

R: Apakah dengan menggunakan speaking card kamu semakin percaya diri dalam berbicara dalam bahasa Inggris?

S: Iya

R: Apakah speaking card tersebut mudah digunakan?

S: Iya

R: Bagaimana dengan teknik yang digunakan oleh Pak Bambang dalam menyampaikan speaking card?

S: Tidak terlalu cepat dan sudah cukup baik

R: Lalu apakah saranmu jika nanti ada guru yang menggunakan speaking card?

S: Mempercepat penggunaannya

R: Kenapa?

S: Supaya semakin cepat bisa

R: Baik sekian dan terimakasih